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By- Weber, William H., III
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Reported is a research and development program, Project Opportunity, which involved 11 high schools in eight Southern states. Sponsors and participants were the Southern Association of Colleges and Schools, the Ford Foundation, Berea, Centre, and Transylvania Colleges, the schools systems of Breathitt and Lee Counties and the Princeton, N.J., High School. This summer program for poor and culturally disadvantaged students sought to identify those with college potential and to offer them enrichment during the period from seventh through twelfth grades. The project included five facets: (1) the enrichment efforts with the high school students; (2) exposure of the high school teachers to a "Directed Participation Approach" to teaching; (3) development of new tenth grade courses in mathematics, science, literature, and social studies; (4) the use of college undergraduates as instructors; and (5) a program for administrators. The document contains chapters on the academic and recreational programs, and on a separate Danville University Program. (NH)

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Project Opportunity:
The Centre Program

SPONSORS:

The Southern Association of Colleges and Schools, Education Improvement Project, Project Opportunity

The Ford Foundation

PARTICIPANTS:

Berea College, Berea, Kentucky

Centre College, Danville, Kentucky

Transylvania College, Lexington, Kentucky

Breathitt County, Kentucky, School System

Lee County, Kentucky, School System

Princeton, New Jersey, High School

THE CENTRE PROGRAM
FOR PROJECT OPPORTUNITY

A Report on an Experimental Program in the Education of the Culturally Deprived with Broad Implications for Secondary Education and Higher Education in General, Held on the Campus of Centre College, Danville, Kentucky, during the Summer of 1967.

To the Sponsoring and Participating Organizations:

1. The Southern Association of Colleges and Schools, Education Improvement Project, Project Opportunity
2. The Ford Foundation
3. Berea College, Berea, Kentucky
   Centre College, Danville, Kentucky
   Transylvania College, Lexington, Kentucky
4. Breathitt County School System, Breathitt County, Kentucky
   Lee County School System, Lee County, Kentucky
5. Princeton High School, Princeton, New Jersey

From:

William H. Weber, III
Assistant Professor of Economics
Director of Centre Program
Centre College

UD 004 419

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Preface and Acknowledgements

Inasmuch as it is expected that this report will be circulated to readers not familiar with Project Opportunity, some description of the Project and its objectives is in order. The Southern Association of Colleges and Schools, the regional accrediting association for both higher and secondary education for the southern states, felt that it would be desirable to undertake positive action in its region with regard to its special problems in the area of secondary education. In co-operation with the College Entrance Examination Board, the Southern Association formed the Education Improvement Project. The operations of EIP were funded with grants from several sources, but the bulk of the money for Project Opportunity, one of EIP's major undertakings, has come from the Ford Foundation. Project Opportunity selected high schools in eight southern states for special attention based on the poverty and cultural deprivation of the students attending these schools. Of the eleven high schools selected, all but two are predominantly negro. The two exceptions are both in Kentucky in what is termed Appalachia. The Kentucky schools are Lee County High School and Breathitt County High School.

The approach of Project Opportunity to the selected schools has primarily been one of enrichment. Professional counselors were employed by the Project to work in each school mainly for the purpose of identifying the college-able students and enriching their education over the period from the seventh through the twelfth grades, operating on the theory that long-term enrichment programming could prepare these students for success in college. In some cases the "Project students" were taught by "special" teachers in separate classes and in other cases they have not been separated from the non-Project students. Community involvement in aiding the Project to carry on its enrichment program has been an important part of the work of the Project counselors. The Project has also contributed equipment and funds to support "in-service" teacher education programs. Successful participation by a student in the Project Opportunity program in his school carries with it the promise that the Project will make every effort to find the funds necessary to send that student to college.

There has been a growing feeling among some who have worked in the Project that the enrichment approach may not be the "answer." There is a feeling that although enrichment will aid the present generation, it will not have the effect of so changing the aided schools that at some future time enrichment will cease to be necessary. The Centre Program for Project Opportunity was designed to develop and test ideas which would have the effect of changing the school system, of making it more effective for all students. The approaches to system change developed were to be of general applicability, not so keyed to the Kentucky situation that other high schools could not adopt and adapt them to their particular situation.

One of the most innovative elements in the original Project organization was the plan to link each of the selected high schools with a participating college or colleges, thus bridging the gap that exists between secondary and higher education. This aspect of Project Opportunity has met with mixed results mainly because of the difficulty in finding faculty members who can afford to give the large amount of time to the Project which true involvement requires. Another attempt to bridge this gap has been the fairly widespread and often spontaneous tutoring programs which college students across the land have undertaken. I would like to thank Father Hayes, Director, Project Opportunity, U. Va., for permission to reproduce here, as part of Chapter V, his paper on this subject. A potentially promising and fairly new format for bridging the gap is the "Seminar Program" described in this report. (see particularly Chapter V).

It should be mentioned at this point that Project Opportunity in Kentucky links the two county high schools with three participating colleges, Berea College, Centre College and Transylvania College. Although the effort reported here was mainly Centre's responsibility, it received valuable and necessary support from the co-operating colleges.

As a reading of this report will indicate, many had a hand in the implementation of the Centre Program. Their names and accomplishments are the stuff out of which this report was made. In any undertaking, however, one finds many who although instrumental were not directly "on stage," and it is this group of participants that I would like to recognize, single out, at this point.

The final form of the Centre Program owes a great deal to Dr. Donald C. Agnew, Director, EIP; Miss Dorothy E. Bunyan, Associate Director, Project Opportunity; Dr. Hugh R. Fordyce, Associate Director, Project Opportunity; Dr. Robert Stultz, Regional Director, CEEB; Mr. John Frazer, Assistant to the President, Centre College and Executive Committee member of EIP; Dr. Pat Wear, Chairman, Department of Education, Berea College; Dr. James Broadus, Chairman, Department of Education, Transylvania College; Mr. William Burke, Project Opportunity Counselor, Breathitt County High School; and Miss Linda Stephens, Project Opportunity Counselor, Lee County High

School. Many others, particularly the principals and superintendents of the systems served by the program, also made helpful suggestions and gave valuable and critical support.

Through the work and support of the Education Improvement Project, a special grant of $36,000.00 was obtained from the Ford Foundation without which the program could not have been undertaken. An additional $4,000.00 was obtained from various sources within Project Opportunity to cover the approximate cost of $40,000.00 required by the Centre Program.

Many officers of Centre College made substantial contributions to the implementation of the program. Mr. John Frazer, previously mentioned, has been a constant source of support and advice. Mr. Henry Lewis, Director of Buildings and Grounds, Centre College, contributed understanding and time, as well as resources, far beyond adequate recognition. Dr. Thomas A. Spragens, President, Centre College, made all of the college's resources available to the undertaking, and it took all that he gave!! Departmental chairmen, particularly in science, were very helpful, permitting the Project to take over an entire floor of the science building.

Mr. Kenneth Michael, Principal, Princeton High School, Princeton New Jersey, gave a mighty assist to the Director when such an assist was critically needed, as did his faculty, three of whom participated in the program as senior staff members.

In producing this report I received and benefited from the comments of Mr. John Frazer, Assistant to the President, Centre College, and Dr. Robert Stultz, Regional Director, CEEB. Miss Carol Hills, Student, Centre College, contributed many hours to the task of organizing the material presented in the report. Her efforts were particularly helpful in the preparation of Chapters II and IV. Mrs. Audrey Davenport, Secretary to the Assistant to the President, Centre College, found time in her overfull days to cut and proof, run off, and to a large degree assemble the pages of this report. Her contribution has been large.

The views expressed in this report, as well as the errors of omission and commission, are solely the author's. Mr. John Frazer wishes to be associated with the views expressed in the concluding chapter.

W. H. W.

Introduction
DPA, An Approach to Organization and Administration

This report contains the facts, findings, and recommendations resulting from a research and development program in secondary education held at Centre College during the summer of 1967. In addition, the report is meant to be a handbook for summer program directors charged with the development of enrichment programming for secondary-level students. The report is also meant to serve as a guide for superintendents and high-school principals interested in undertaking major reforms in curriculum and organization within the high schools.

The Centre program was a laboratory experiment. Every aspect of the program was designed to give the fullest scope for experimentation to all staff members. The principle underlying the structuring of the program was called the Directed Participation Approach (DPA). DPA works on the assumption that creative activity requires that administrative coordination be a continuing response to creative efforts. In practice DPA is an attitude. It is a view of administration which holds that in the administration of the efforts of creative people the best form of "government" is that which provides a responsive and changing order. The staff is presented with an objective and is challenged to achieve it in a way which reflects a real re-thinking of accustomed practices.

The role of the director in a DPA program is critical and difficult. Ideally and in retrospect, it may be described as follows: The director requests that his staff act and think freely. He understands that he must reinforce their creative efforts by providing resources to the staff as they are required. He is responsible for resolving the conflicts which arise because the "order" is not fixed. He does this, partly, by changing the order and partly by evaluating the event requiring a change in the order. The changing of the order coordinates the many sub-programs all of which are taking their own direction without reference to past orders. Finally, the director must cause his staff to re-evaluate their sub-programs as they develop.[1]

The director of the program and the staff of the program will have different views as to what is important and as to what is actually happening. The director is interested in things general and the staff in things particular. As director, I was interested in the approach which each staff team took to organizing their work. The staff members were not particularly aware of the fact that they were collectively developing some rather unusual approaches to the total organization of the teaching process (including the role of administration.) They were interested in developing new course content and new approaches to the teaching of this content. What they did in fact was to develop courses and teaching approaches which stressed concepts and ideas and the working with concepts and ideas. In short, what happened was that

[1] See footnote, Page 7.

when intelligent teachers were given freedom they elected an orientation towards ideas rather than facts and technology. That they elected the emphasis which they did was not too surprising considering the quality of the staff, but what was surprising was that in observing how they went about organizing their work with the participating high-school teachers (teachers drawn from two eastern Kentucky mountain high schools), one could see emerging a new approach which I call the Research and Development High Schoo Approach or the R & D High School Approach. The staff demonstrated through their work with a group of high-school teachers from a disadvantaged community that such a group can be led by such teacher-scholars, under DPA administration, to accomplish a level of work in their classrooms quite beyond that which might be expected in school systems representative of communities with considerably greater advantages. In effect what was developed was an approach to high school organization and administration which makes it possible for the scholar-teacher to have a rapid and effective impact on many classrooms without actually teaching. In fact, had the scholar-teachers taught, the impact on the students would not have been as great. In effect, the teacher-scholars became educators. A high school organized on this principle can make its program quite rich without any great increase in costs. In fact, a new high school organized on this approach might well have a lower instructional cost (from a faculty salary point of view) than one organized along more traditional lines.

The DPA attitude was used down-the-line; that is, all who were teaching or in any other way dealing with the 100 ninth-grade Eastern Kentucky students who were at Centre during the program were asked to take the same attitude toward their students as the director attempted to take with the staff. Certain classes were taught by Centre undergraduates, and their use of the DPA attitude was a natural expression of the basic aim of their classwork, the communication of ideas and communication through ideas. The DPA attitude was achieved in the biology classes, taught mainly by high-school teachers, due mainly to the structure of the summer program and the natural DPA attitude of one of the senior staff members in charge of this portion of the work. The DPA attitude was less fully achieved in the mathematics work taught by high-school teachers.

In the section of this report dealing with the academic program, a detailed account is given of all the academic programming. I must say, however, that I am not satisfied that I have adequately communicated in my description of the biology and math teams what they accomplished. The dynamics of the DPA interaction between the senior staff (the teacher-scholars), the high-school teachers and the students is at the center of the accomplishment, but is quite difficult to describe.

The DPA attitude was substantially achieved at the student level in the approach taken to the co-curricular portion of the program. The chapter titled "The Special Activities Approach" relates what was done and how it was done.

One of the most promising aspects of the work done during the summer was the development of an approach to secondary education building on a connection with undergraduate education. The approach is called "The University Seminar Program" and involves the use of undergraduates as leaders in seminars held for high school students. The use of college undergraduates as seminar leaders and seminar designers in seminars held for high-school students was given a real test during the summer program. The details of the seminars are included in the chapter titled "The Academic Program."

As a direct result of the summer work, Centre College and Danville High School joined together in the fall of 1967 to offer a program of seminars designed and led by undergraduates to Danville High School students. A detailed report of the program offered in the fall is made in the chapter titled "Report on the Danville Universisty Program." Included in this chapter is a paper written by Mr. Edward Hayes, Director, Project Opportunity, University of Virginia, which shows the depth of undergraduate interest around the nation in programs of this kind and nature of the programs offered. The Centre approach is a distinct departure from the national pattern.

DPA administration presents interesting budgetary problems. Since the object of DPA administration is to afford considerable scope for research and development within each sub-program, it is obvious that detailed pre-planning is not possible. In practice, the sub-programs are in a constant state of reevaluation and change. If creative activity is not to be discouraged, financial support must be available for the unanticipated programmatic innovations which the staff develop, and which it is their responsibility to develop. What all this amounts to is a necessity for the budget to contain considerable slack. The allocation of the slack among the competing demands is the director's responsibility; however, it is inconsistent with the motivational framework of the DPA approach to administration that access to development funds be highly formalized and, thereby, restrictive. Certainly the larger portion of expenditures can be accurately forecast, but the point is that ample funding must be available for the wholly unexpected development. During the operation of the Centre program, three areas of the work developed financial needs that were not anticipated. Most of these needs were met so that no major development went unexplored because of a lack of funds.

Footnote

1. It should be noted at this point that if the director attempts to encourage certain lines of experimentation and development by way of accelerating the overall rate of experimentation it may well be found that this can only be done at a certain cost in terms of interpersonal relations. Inasmuch as the Centre program was only six weeks in length (plus a week of evaluation), every effort was made to stimulate the introduction of new developments. This "outside" stimulation of the staff teams did result in a high rate of development, but it also took its toll in terms of interpersonal relations.

   The director of a high pressure development program has two major roles, and these are not entirely compatable one with the other. On the one hand, he is to give the staff a major degree of freedom. This is accomplished by decentralizing decision-making and casting the director in the role of a co-ordinator and provider of resources. In this role the staff comes to view the director's activity as important, but secondary to the staff role, which is directly productive of the major output, research and development. On the other hand, the director is also responsible for attempting to accomplish a "satisfactory" rate of output. This necessitates his assuming an instigating role. Since most teacher-scholars are not accustomed to directors assuming either role, their reaction to the "co-ordinator-provider" is at first somewhat skeptical and then enthusiastic. Having never had the opportunity to try out ideas as they occur; having never had the lag time between the generation of an idea and its implementation cut almost to zero (this is particularly true for those accustomed to working in secondary education); and having the general impression that administration's role is the oversight of a highly structured program, they are naturally at first skeptical and then enthusiastic. In his "instigating" role, the director changes fields, he not only evaluates but also requests that ideas and approaches be used which the staff either does not agree with or thinks good but impossible under the circumstances. The DPA approach to high-school administration would not require the principal to assume the second role very frequently. The organization of the school's departments, as described in the chapter on academic programs, requires a much reduced level of instigation. In fact, when instigation is reduced, the one who practices it is frequently known as an educator and his ideas are welcomed.

Introductory Documents:

1. Official Description of the Summer Program
2. Financial Statement of the Summer Program

Brief Description of the Berea, Centre, and Transylvania Colleges' Project Opportunity Program Directed Participation Approach Winter, Spring and Summer 1967

The objective of the program is nothing less than the creation of a new curriculum for use at the secondary level. Most directly, the program serves the needs of the two Project county school systems associated with the three cooperating colleges; however, the work to be done will produce, hopefully, a model for curricular change which, with modification, can be made to meet the needs of a wide range of schools throughout the United States.

The unique elements of this program are described below:

1. A substantial involvement of college undergraduates in the academic and social life of the high schools is an important factor in this program, and is a functional part of the curricular model being developed. At this time some twenty Centre College undergraduates, under the broad direction of several Centre faculty members, are trying out a range of materials in the basic fields of Social Studies, Mathematics and Literature in seminars which meet eight times during the semester in which some two hundred ninth, tenth, eleventh, and twelfth grade students participated on a voluntary basis, Next year, the seminars will be expanded to include some students from all high school and junior high school grade levels in Lee and Breathitt counties. It is possible that the expanded program may reach five hundred high and junior high school students. Obviously, we will be working with a great many students who are not Project students. Funds to

carry out this work are coming from the school systems and from Federal "work-study" funds made available to the Colleges.

The Seminars Provide:

A. A feeling of change and expectancy;
B. A feeling of essential rapport between the high school students and the college students.
C. A format through which carefully planned curricular experimentation can be accomplished;
D. A vital source of feedback and information exchange;
E. An important aculturation function; and
F. A major educational experience for the College student and for the high school student.

2. The effort to work a significant change in secondary education must be made at all levels of the school system. The administrators, the teachers, the students, and, to a more limited degree, the parents will be involved. The summer program, describe later in this paper, will bring administrators, teachers and students together on the Centre College campus for a united and integrative period so that curriculum development may proceed at all levels in a coordinated manner. It is basic to the philosophy underlying this plan that high school teachers set aside summers for the purpose of the research and development of high school courses and curriculum. Every teacher interviewed, whether from schools such as Princeton High School, Princeton, N. J. or Breathitt County High School, Jackson, Ky., strongly emphasized that the element of this program which immediately caught their eye was the focus on research and development. No one doubts that more will be learned by all teachers about their specific fields of emphasis through the process of course and curricular

research and development than would often be the case even if the teacher spent eight weeks taking credit work. The change in format is refreshing in itself. The basic elements in this change are two; greatly heightened opportunities for real, objective, accomplishment; and a feeling of significant responsibility born of the realization that what they are doing could come to have national importance.

3. a. A new teaching technique will be taught to the teachers and it will be left to the research and development groups, as described in the Summer Program section of this paper, to attempt the necessary modifications of this technique so that it will serve their needs. The technique, called the Directed Participation Approach, DPA, will be taught to the teachers by actually teaching them a unit of advanced economic theory utilizing the approach. This approach, which gave freshman and sophomore students at Centre College the ability to write research papers judged to be of "graduate" quality, assumes no prior knowledge of economics on the part of the students. It plunges them directly into professional literature and challenges the students to think creatively and critically on issues which are alive today. DPA depends for its success upon challenging the student with an "impossible" task, directing his efforts rather closely at the start, but in the end letting it up to the student to accomplish the "last half" more or less on his own, so

that the achievement is his. It must be a significant achievement if the experience is to have the depth of impact desired. The technique produces, as its major outcomes, both a great advance in the level of understanding of the material presented and an ability on the part of the student to be substantially independent of direction in his pursuit of knowledge. The technique produces great confidence and motivates independent questing after understanding in depth.

b. Research of the faculty director of this program indicates that a substantial portion of the research in industrial psychology, decision and information theory is directly applicable to the problems of colleges and schools. Students at Centre in a DPA class in Principles of Economics, are working with a large number of articles taken from the Harvard Business Review and other journals in an effort to apply a wide range of industrial techniques to the school situation. Two executives from the local Corning Glass plant indicate the applicability of the work to industry, informal lectures play the material against traditional economic theory, and the search for the broader implications of this work, specifically to high schools and colleges, is the DPA task. This basic approach using some of the same materials will be included in the summer program. A teacher has many roles, he is "teacher," "Supervisor," and "Advisor." In supervisory situations the teacher directs activity but the actual active learning is done by the student on his own. Directed but independent activity characterizes the best scientific R and D departments in industry and it is part of the philosophy of DPA that such must be the case part of the time in the class situation. Centre students have found many parallels between DPA and industrial R & D teams as described in HBR articles.

Proposal for
The Summer Program

The summer program will be of seven weeks' duration. Its basic objectives are: (1) to develop a new curriculum for the high schools; (2) to develop courses to be taught at the 10th grade level in the areas of math, science, literature, and social studies; (3) to introduce the teachers to a different teaching technique and to encourage them to plan courses so that this technique may be used; (4) to test the developed courses and teaching techniques against the reactions of the county high school students; and (5) to continue advancing the education of the Project students through involving them in creative work with undergraduate instructors. The program, in order to accomplish these aims will be bringing to Centre teachers from the county high schools, administrators from the county high-schools and students from these schools in an effort to work a major change in the overall knowledge and aspiration level of all groups.

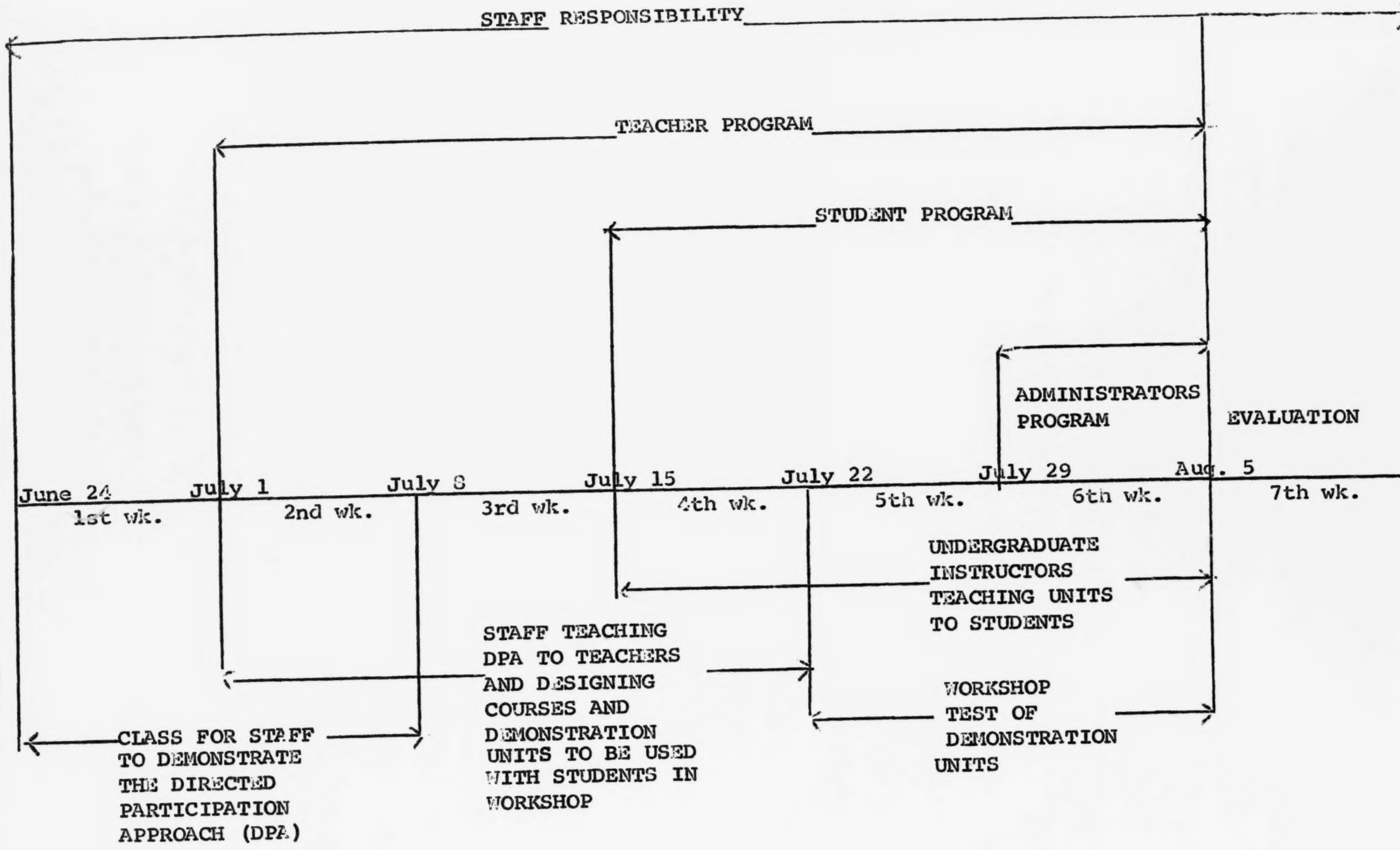
Specifically, the summer program will group the high-school teachers into the four basic research and development areas--math, science, literature, and social studies--and these teachers, along with a College faculty member and a member of the Princeton High School faculty of Princeton, New Jersey, will plan curriculum and course details. The knowledge that the county high-school teachers gain in this program will be acquired informally as they become part of an investigation team working in their subject area using research techniques for the development of the curriculum and courses required.

The details of the undergraduate instructors' part of the program, wherein for three weeks they will be teaching units of courses (which they design) to high-school students, are as follows: The undergraduate instructors are, for the most part, currently teaching in the Saturday seminar program at the county schools. These undergraduates are in the process of designing, in consultation with faculty members, highly challenging and very new approaches to the teaching of traditional subject matter. During the first three weeks of the program, before the high-school students arrive, they will be working on the final details of these new courses. It is the experience of these undergraduates, as gained in the Saturday seminar sessions, which provides them with the necessary information concerning how challenging and how advanced their summer courses may be. These undergraduates will also provide valuable information to the senior staff of the Project so that the staff may have a better idea of the capacities of the students.

An administrators' program is planned which will be of one weeks' duration. It will bring together the principals of the two high schools, the principal of Princeton High School, state education officials, and an official of Centre College in an effort to develop a program through which the work of the teachers in curriculum and course design may best be implemented.

The summer program will conclude with a one-week evaluation period during which time all staff and selected representatives of the high-school students, will engage in a thorough critique of the whole experience. The summer program will be followed by an enlarged involvement by Centre College in the educational life of Project Opportunity students at the two centers. Given the tremendous student interest that this pilot project of Saturday seminars has generated within our student body, it is expected that we should be able to find no fewer than forty Centre undergraduates to work in such a program next year at the high and junior high school levels, reaching perhaps as many as five hundred students.

To review then, this program, building around a "new" teaching technique brings together a group of Colleges, a nationally outstanding high school, and two Project Opportunity county high schools in a unique effort at continued involvement at all levels with the aim in mind of creating a wholly new curriculum at the high school level, broad elements of which will be widely applicable throughout secondary education.


STAFF RESPONSIBILITY
TEACHER PROGRAM
STUDENT PROGRAM
ADMINISTRATORS PROGRAM
EVALUATION
June 24
July 1
July 8
July 15
July 22
July 29
Aug. 5
1st wk.
2nd wk.
3rd wk.
4th wk.
5th wk.
6th wk.
7th wk.
UNDERGRADUATE INSTRUCTORS TEACHING UNITS TO STUDENTS
STAFF TEACHING DPA TO TEACHERS AND DESIGNING COURSES AND DEMONSTRATION UNITS TO BE USED WITH STUDENTS IN WORKSHOP
WORKSHOP TEST OF DEMONSTRATION UNITS
CLASS FOR STAFF TO DEMONSTRATE THE DIRECTED PARTICIPATION APPROACH (DPA)

PROJECT OPPORTUNITY SUMMER PROGRAM

SCHEDULE OF DAILY EVENTS FOR HIGH-SCHOOL STUDENTS

7:00- 7:50	Breakfast
8:00-10:00	Seminars
10:00-11:50	Study Period and Seminars
12:00- 1:00	Lunch
1:00- 6:00	Free Period--Special Activities Approach
6:15- 7:00	Evening Meal
7:00- 7:30	Free Period
7:30- 9:30	Evening Study Period. During this period the student will have an opportunity to participate in informal discussion groups with Centre faculty members and to do the assigned work for his seminar. Occasionally outstanding feature films will be shown in the theater located in the Library and students may attend these films and participate in an informal discussion which will follow. Pioneer PLAY HOUSE performances will also be available for students to attend.

Saturday Schedule. Group trips, study and special activities.

Sunday Schedule. Centre students will take to church those students who care to attend. On the Sunday following the day that the students arrive there will be an afternoon orientation program. Sundays will be used for special activities, study and rest.

PROGRAM BUDGET*

Statement of Program Expenses by Objectives
(Approximate)

Teacher Program

Position	Number	Salary	Item Total
Director	1	-0-	-0-
Instructor	7	$ 1,600 (7 wks.)	$11,200
Student Assistants	4	420 (av.)	1,680
Teacher-Students	19	450	8,550
			$21,430

Additional Costs:

A.	Transportation for 3 teachers from Princeton, New Jersey------------------------------------	$ 450
B.	Housing allowance for senior staff not residents of Danville @ $100 for 4--------------	400
C.	Books and supplies for high-school teachers	400
D.	Transportation and other costs connected with bringing 4 Princeton faculty members to Kentucky for planning sessions in April-----------------	520
E.	Room and Board @ $3.25/day for 19 teacher-students (5 wks.) and 4 student assistants for 7 weeks	2,798
		$ 4,568

Total cost of teacher program----------------- $25,998
($21,430 + $4,568)

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*The object of this account is not to provide exact figures for the purpose of financial audit, but to provide information to program planners as to the approximate costs of each item within a sub-program. The total cost of each of the 3 sub-programs gives a rough indication of the cost of attaining the objectives sought by each sub-program.

Student Program

Position	Number	Salary	Item Total
Director	1	$ -0-	$ -0-
Undergraduate Instructors	5	420	2,100
" Social Directors	4	-0-	-0-
		Sub total-------------$	2,100

Additional Costs:

A.	Room and Board for 92 students for 3 weeks, 5 undergraduatesinstructors for 7 weeks, and 4 undergraduate social directors for 2 weeks at $3.25/day and 2 dorm counselors at room only ($6,280 + $956 + $182 + $100)		$ 7,359
B.	Medical Costs ($125 for insurance and $27 for uninsured)------------------------------		152
C.	Books and Materials @ $10/student-----------		920
D.	Linen Service (for all participants---------		410
E.	Special Program for Students		
	3 Dances---------------$	325.00	
	Cave trip---------------	188.00	
	Transport to Cave------	195.00	
	Stephen Foster Story---	189.00	
	Transport for "Story"--	120.00	
	Supplies & Misc. (Newspaper, sports, radio station, etc)	120.00	
	Transportation (general)	200.00	
	Swimming---------------	123.00	
	Bowling----------------	190.00	$ 1,650
	Sub total-----------$		10,491
F.	Special Program in Student Program, Life Career Game ($500 fee + $41 local expense + $300 estimated travel from California)		$ 841
	Sub total-----------$		11,332

Total cost of Student Program------------------$ 13,432
($2,100 + $11,332)

Administrator's Program

Position	Number	Salary		Item Total
Advisor	1	$ 250 (1½ wks.)	$	250
Aids	2	-0-		-0-
Principals	3	-0-		-0-
		Sub Total------	$	250

Additional Costs

A. Transportation Costs for Princeton High School Principal (acting as advisor)----	$	125
B. Official Reception for Administrators, Staff and Atlanta Staff-----------------		60
C. Meals for visiting Kentucky Principals		68
Sub total-------	$	253
Total Cost of Administrators' Program--- ($250 + $253)	$	503

Compensation for Program Director based on services for design and direction of program---------------	$	1,800
Cost of all elements of Summer Program------------ ($25,998 + $13,432 + $503 + $1,800)	$	41,733
Amount received for operations (approximate)	$	39,750
Plus: Centre Contribution to Cost of Undergraduates		720
	$	40,470
Plus: Counties' payment of travel expense for Life Career Game specialist		300
	$	40,770
Less cost of all elements of Summer Program ($25,998 + $13,432 + $503 + $1,800)	$	41,733
Estimated Deficit on Summer Program	$	963

CHAPTER II

THE ACADEMIC PROGRAM

THE ACADEMIC PROGRAM

As noted in the introductory chapter, the Centre Summer Project was a research and development effort. For that reason, all elements of the program were, so far as reasonable and possible, non-traditional. The academic program was highly exploratory in all aspects. The attitude toward the direction of the project was Directed Participation. What this meant, in effect, was that each element of the academic program was free to develop along new paths, with only the most general guidelines being established. The most general guideline required that originality be attempted. Things were not to be done as they had been done. Difference for its own sake was a virtue in this program, but it had to be a justifiable difference. Most of the original elements developed in the academic program justified themselves in application in summer classes.

Since each element of the academic program was different from every other academic element, it is not possible to generalize. Each element will be treated separately. A list of the individuals participating in each element appears at the end of this section. There were four areas of academic work: Social studies, Mathematics, Science and Literature. These will now be treated in the above order:

Social Studies: -- The design of the social studies program started in the Spring with a visit to Kentucky of the Princeton participant. After a day at Lee County and a day at Centre, it was determined by the program leaders, Matheny and Coulter, that they did not want to work with students in the process of curriculum development. The general concept of model construction became the central theme of the program. The task was to bring the county teachers to a point where they could use sociological models as the format within which to teach periods of history. This was a bold approach. Few colleges and no known high schools have social studies departments wherein the model approach is used as a teaching technique and tool of analysis. The work of the county high-school teachers in this program was first, to understand what a sociological model is, no small task, and second, to attempt an application to an area in American historical experience. The first task proved to be too much for most of the teachers. They made a sound start in the field in the five weeks they worked at the task, and progressed sufficiently well to justify further experimentation with the approach. Mr. Douglas Coulter, the Princeton High School faculty member, was able in the short time available to comprehend the approach well enough to design a unit on the Puritans. The unit on the Puritans, utilizing the model approach, was taught to Princeton High School students this fall (1967) and was successful as an educational experience for both the teacher and the students. Mr. Coulter will be making a written report on that unit to the Centre Project. The approach is quite advanced and only three of the teachers from the counties really got a hold on it.

Nevertheless, it has for those who are creative enough to grasp it, forever changed their perception of their subject matter. The list of books purchased for the teachers to read, which appears at the end of this subsection, gives some indication of the level of work attempted.

Inasmuch as the Social Studies section did not make use of Project students in the course of their work, a seminar in Social Science was offered. Mr. Marshall Bond, presently doing graduate work in city planning, offered a course in social change built around the analysis of utopias. The course was titled, "Social Change," and the works studied were: Walden Two, Beyond the Welfare State, and The New Intellectual. The work was quite advanced, but the students responded well. In fact, the strength of their response lends support to the model building approach developed in the curriculum section.

Books Used in the Social Science Teachers' Seminar

The Nature of Communism	$ 1.95
The Rise of Scientific Philosophy	1.50*
Man (Montagu)	.40
Social Mobility	1.95
The Uses of the University 2/$1.25	2.50
Excellence (Gardner) 2/$1.45	2.90
The Meaning of the Twentieth Century	1.45
The Art of Scientific Investigation 5/$1.25	6.25
The Stages of Economic Growth 3/$1.65	4.95
Basic Writings 2/$1.45	2.90
Human Behavior	2.40
Science and the Modern World	.60*
History of Western Philosophy	2.75
Physics and Philosophy	1.40*
Ideas that Change the World 3/$1.50	4.50
Sociology Today	1.75

*These books were used little if at all

In addition to the above, books used from the Centre library collection were:

E. E. Hagan, "How Economic Growth Begins: A General Theory Applied to Japan" Public Opinion Quarterly 22: 373-90.

Kingsley Davis, "Population" Scientific American 209: 62-71.

Scott Greer, Governing the Metropolis

William F. Ogburn, On Culture and Social Change

Eric Hoffer, The True Believer

Crane Brinton, The Anatomy of Revolution

MATHEMATICS:- The approach to the general task of curriculum development in mathematics began in the Spring with a visit to Kentucky by the Princeton man in mathematics, Gil Mortenson. Mr. Mortenson spent a day in Breathitt County and a day with his college counterpart, Mr. Charles Haggard. Everyone felt that the math area was going to prove the most difficult in terms of developing something really fresh and really advanced. The major decision made in the Spring was to include students in the math program. The mathematicians did develop a fresh approach. Not only did they develop new units for teaching at the tenth grade level, but the county teachers actually taught portions of the developed units to Project students.

The format used in the teaching of the new material to the Project students at Centre was unusual. During the two weeks preceding the arrival of the students, the county teachers and the leaders worked out the details of a unit on graphing. Upon the arrival of the students, the county teachers taught the material which had been developed while at the same time working on additional material. The county teachers taught for two hours in the morning. This session was followed by a one hour period of a seminar nature during which either Mr. Haggard or Mr. Mortenson taught some advanced aspect to the students. For the first two hours the students worked with their teachers in small classes. For the seminar period all 40 students were together. This seems to be a very good arrangement. Consider its application to a high school. A school might hire one very highly qualified mathematician whose task it would be to work with the young mathematics staff in the development of new curriculum. In addition to this on-going education and curricular development, the senior man could give seminars to large groups of students. This would be a very exciting assignment for a highly qualified man, a man who otherwise would feel compelled to teach at the college level. The major discovery in mathematics, then, was not a new curriculum unit, but a new concept in the organization of a high-school mathematics department. It would be possible to have bright young teachers working under a senior man, growing in their field, and therefore excited about their subject, while at the same time creating the kind of a position that would attract and hold the qualified senior man. It could be anticipated that a new unit of mathematics would be introduced into each grade level at least every other year.

The particular unit on graphing developed at Centre treated the following topics:

A. Linear Equation
B. Slope Intercept form
C. Equation of Two Points
D. Quadratic Equations
E. The Uses of Graphic Representations
F. The Types of Graphic Representations

In addition to the graphing unit, a unit on probability was designed. Little of this unit could be taught, but the student reaction to the part to which they were exposed was good. The probability unit was taught by Mr. Haggard and Mr. Mortenson. The county teachers did not feel comfortable enough with the work to teach it in small groups. The approach taken to the probability unit was experimental. That is, experiments in the laws of chance were conducted and mathematical generalizations developed in class. The students found it quite exciting. It is one of the few areas of mathematics where the lab approach may be used.

The following is a list of books to which the county teachers were refered in the development of the graphing unit. It is not the complete list:

A. Ball, String Figures
B. Butler & Wren, Teaching of Mathematics
C. Committee Undergraduate Program in Math, Elementary Mathematics of Sets
D. Levi, Foundations of Geometry and Trigonometry
E. Maxwell, Fallacies in Mathematics
F. Meserve & Sobel, Mathematics for Secondary School Teachers
G. Moise, Elementary Geometry from an Advanced Viewpoint
H. Newman, World of Mathematics
I. Polya, How to Solve It
J. Steinhans, Mathematical Snapshots
K. University of Illinois, University of Illinois Math Series

In addition to the mathematics work done under the curriculum development program, an undergraduate, Mr. John Howard, taught a Computer Mathematics course to four students. The content was

10 statement Fortran along with a standard IBM course in computer mathematics. Also there was additional work on the theory and use of computers. Three of the students did quite well, accomplishing the introductory material at a rate in excess of that normal for adults. The books used with this course were: Anderson, Computer Programming; Burck, The Computer Age; University of Kentucky, Computer Center, Fortran IV; and Von Newmann, The Computer and the Brain. Some computer operations were done by the students on Centre's remote unit.

Books used as student texts in the Math section

Mair: Of Men and Numbers	36/.50@	$18.00
Meyer: Fun With the New Math	36/.75@	$27.00
Kennedy: Fortran IV	2/1.25@	$ 2.50
Anderson: Computer Programming		$4.90
The New Mathematics	36/1/25@	$21.60
Computer Age	11/1/25@	$13.75
Computer and The Brain	11/1/45@	$15.95

SCIENCE:- Biology was the science in which work was done. The approach to the task of curricular development in this field was unique. As with the other elements, work on the Biology curriculum started in the Spring with a visit to Kentucky by the Princeton faculty member from the science faculty, Mr. Wayne Nelson. Mr. Nelson spent a day in Lee County and a day with Dr. Lila Boyarsky of the Transylvania College faculty. The team decided that they wanted to work with the high-school students and that the general approach to be used would be one emphasizing independent research under direction. That is, the approach would be that of Directed Participation. The technique for teaching the county teachers DPA for biology was as unique as it was effective. Dr. Boyarsky and Mr. Nelson guided the high-school teachers through a two-week approximation to the three-week course the teachers were to give to the students.

The program for the teachers began with an overnight camping trip held in the "Knob" country near the Central Kentucky Wildlife Preserve. Mr. Nelson is a skilled naturalist and developed a detailed plan for the trip, making the most of every opportunity and of every hour. This trip, in addition to instructing the teachers in the complexities of biology field trips, did a great deal to break down the natural reserve of the mountain teachers. Each teacher was to select some specimen collected on the field trip for further study and research. The research, both through lab techniques and in books and journals, was closely directed. After the research was completed, the results were written up in report form. The teachers did the work, but were quite uncertain in their efforts. The same general procedure was followed with the students.

The students took their field trip on the second day of class. They did not stay overnight. Each of the four teachers, three teachers from the counties and one undergraduate, had ten students in his section. Each teacher led his group through a detailed replay of the experience which they had had. The field trip was remarkable for its air of freedom and very high degree of organization. Each teacher had a lab of his own for his ten students. The students made a specimen selection and started their research.

At this point some very significant organizational innovations began to develop.[1] Mr. Nelson, it was observed, was actually, through the manner in which he worked with the teachers, directing the work rather closely in all four labs. Expanding the number of junior teachers, he could very well have been attending "personally" over one hundred students. Each afternoon Mr. Nelson and the teachers would meet to discuss what had happened

[1] It should be noted at this point that this report cannot begin to do justice to the professional work done in the curricular development programs. It is the object merely to note the organizational innovations which permitted the knowledge and creativity of the senior staff to be productive. The observations made here are for the administrator and planner, rather than for the professional in the individual fields.

that day and what would happen on the next day. In this way the student program was made to fit the needs of the students as these developed in the actual application of the pre-planned program. As the students were doing their research, some of it in journals such as The Quarterly Journal of Biology, breaks would occasionally be called so that some new investigative technique could be briefly discussed by the lab teacher. These breaks were carefully planned on the preceding afternoon so as to answer the questions which the students' research would soon cause them to ask. That is, there was an attempt made to anticipate their next stage of intellectual development and channel it to some degree. Mr. Nelson, would occasionally interrupt all research in all labs and deliver a "step lecture" to the whole group. The "step lecture" is designed to raise by a notch the level of the work being done. The students are never to be permitted to become "confident". As they are about to master the work at one level, the level is raised. The step lecture technique worked well with both the teachers and with the students.

Let us briefly generalize the technique developed in the biology section to see how it might apply to the high-school situation. It must be agreed that the "discovery" approach to lab science at the high-school and the college level is highly desirable. The question is, how do you get the lecturing turned off so that the students, through their own directed investigations may, as the phrase goes, "turn on"? It takes a great deal of skill to administer a "discovery" classroom. The students must be lead, but must, at the same time, be free to develop the work to a depth which satisfies them. At this point, the instructor needs both skill and knowledge. In addition to all else, the discovery approach is, as the economists say, labor intensive. The approach developed by Nelson may be a solution. It was, in fact, a working solution at Centre during the summer program. To implement the Nelson approach, a high school would need a master biology teacher and a team of young, inexperienced, biology majors at the B.A. level. No education courses would be required in their undergraduate education. A team of five junior instructors and one master instructor would be sufficient to teach discovery approach biology to one hundred first-year and one hundred second-year students. As in the case of the mathematics development, this approach would be attractive to a high-level person.

Those interested in additional details on this approach are directed to:

Mr. Wayne Nelson
Department of Biology
Princeton High School
Princeton, New Jersey

One additional point, the "discovery" approach lets the fast student set a rapid pace for himself. It has been Mr. Nelson's experience that the bright student will, in a narrow subject area, be able to ask questions that the teacher will, quite naturally, be unable to answer. It is necessary in such cases that a willing resource person be available. In Mr. Nelson's case, the faculty at Princeton University, many of whom have children in his classes, were more than happy to aid. It is in the spirit of all that Project Opportunity is doing that such relationships should be encouraged to develop.

LITERATURE:- The literature section had two major parts, the curricular section, led by Mr. Adam Fischer, in which county teachers of English worked on matters of method and style, and the literature seminars for students led by undergraduates.

The literature section on curriculum development did not attempt curricular innovation and did not work with students. The English teachers were given a valuable, but somewhat traditional "course." It was the section leader's judgment that most of the teachers were in great need of additional "course work"before they would be ready for work on curriculum development. The Project Director strongly urged that some attempt at curriculum development be made, but discussion produced no change. It is felt that the teachers in the other three sections accomplished so much on so thin a base because of their involvement in the exciting task of curricular innovation.

The Literature Seminar Program

In the summer program description, as contained in the documents included in the introductory chapter, the work to be done by the undergraduates, in order for the DPA to be applied, required "college level" work to be attempted. In the documentation that follows the reality of the undergraduates' accomplishment of "college level" work in their seminars is evident. These documents are important to the establishment of the fact that disadvantaged young people can do work in advance of that done in urban high schools with no further pre-preparation if the approach developed in the Centre program is adopted.

Books and Materials Used in the English Program

Teacher's Seminar-Mr. A. Fischer

Lot Books	$ 4.75
Billy Budd	$ 6.00
In Our Time	$ 7.50
The Sound and the Fury	$10.15
The Pawnbroker	$ .50
Poetry Books	$14.00

Modern Existentialist Literature-Miss Belita Gordon

Secret Sharer	$ 4.50
No Exit	$29.00
Heart of Darkness	$ 5.50
Snows of Kilimanjaro	$13.75

Modern American Literature-Miss Ann Atkinson

A Farewell to Arms	$18.15
3 Plays by O'Neill	$18.50
Famous Plays of the 40s	$18.00

The Fantastic Decade-1920s-Miss Ruth Conner

The Sun Also Rises	$11.60
The Twenties	$ 3.25
Babbitt	$10.45
Modern American Poets	$27.50
The Sun Also Rises	$ 4.35
Babylon Revisited	$27.50
Only Yesterday	$ 9.35

Literature Minors-Miss Lynn O'Malley, Miss Carol Hills, and Mr. Geoff DeGraff

Galaxy Anthology	$296.25
Death of a Salesman	$ 71.50
Oedipus	$ 12.50

THE DOCUMENTS OF FOUR LITERATURE SEMINARS LED BY UNDERGRADUATES

The Documents of Four Courses

It is felt that the only way in which this report can communicate the sense of what is meant by the phrase "college-level seminar" is to display for the reader the extensive details of several of those courses. The "extensive details" include not only the syllabus and detailed daily assignments, but also a transcript of the "daily log" which each of the seminar leaders was asked to maintain. The log or journal is the critical documentation and should be read with care. The courses included here are:

"The Fantastic Decade," taught by Miss Ruth Conner. This was an "American Studies" approach to the 1920s.

"Modern Existentialist Literature," taught by Miss Belita Gordon. This course attempted, through literature, to develop an awareness in the students of the philosophical questions modern living poses.

"Modern American Literature" taught by Miss Ann Atkinson. This course attempted to develop in the students an appreciation and awareness of the method and style aspects of literature.

"Literature Minor for Science and Mathematics Students," taught by Mr. Geoff DeGraff. This course was in three sections, the other two being taught by Miss Carol Hills and Miss Lynn O'Malley. It was felt that all students should have some work in literature and so the literature minor was required of all non-literature majors.

SYLLABUS FOR "THE FANTASTIC DECADE"

July 17- Introduction, Library tour, Hemingway

July 18- Only Yesterday, Ch. I and II

July 19- The Sun Also Rises, pp. 1-80.

July 20- " " " ", pp. 81-169.

July 21- " " " ", PP. 170-247.
Paper #1

July 24- "The Hairy Ape"; Only Yesterday, Ch. IV and V.

July 25- "The Adding Machine", Only Yesterday, Ch. VIII and X.

July 26- "May Day", "The Diamond as Big as the Ritz".

July 27- "Winter Dreams", "Absolution", and "Babylon Revisited".

July 28- In the Mentor Anthology, "Peter Quince at the Clavier", "The Emperor of Ice-Cream", and "Dry Loaf" by Stevens; "The Yachts", "To a Poor Old Woman", and "The Pure Products of America" by Williams; "England" and "Nevertheless" by Moore.

July 31- Paper #2 due
In the Mentor Anthology, "Janet Waking", "Bells for John Whiteside's Daughter", and "Blue Girls" by Ransom; "Spring is Like a Perhaps Hand", "If There Are Any Heavens", and "Anyone Lived in a Pretty How Town" by Cummings.

August 1-Babbitt - Ch. 1-7.

August 2- " - Ch. 8-15.

August 3- " - Ch. 16-25.

August 4- " - Ch. 26-end.

Only Yesterday, Ch. XIII and XIV.

Introduction to
The Roaring Twenties 1918-1929

At first it was not apparent that the war had ended an era: Warren G. Harding was elected to the Presidency in 1920 on a slogan of "back to normalcy." But a new youth had been created by the war, a youth emancipated, disillusioned, and cynical, a youth that Gertrude Stein in a famous phrase was to term "a lost generation." Instead of "saving the world for Democracy" the war had only created new hatreds, divisions, and menaces. But America emerged from the war prosperous: idealism had been betrayed and in an era of easy money a new and cynical materialism took its place. It was the Jazz Age, the age of the Stutz Bearcat, the raccoon coat, the hip flask, and the Charleston; an age of youth, of short skirts, and of revolutionized morals. Prohibition, implemented by the Eighteenth Amendment in 1919 and put into effect in 1920, succeeded only in making cocktails smart, in enormously increasing the consumption of liquor, and of spreading the custom among women. "It don't prohibit worth a dime," proclaimed a popular jingle happily. Cynicism increased, and a new industry of crime and racketeering sprang out of the illegal liquor traffic. Stocks boomed, and new fortunes were made overnight. "America was going on the greatest, gaudiest spree in history and there was going to be plenty to tell about it," Scott Fitzgerald wrote.

To tell about it was the task of a new generation of writers. In spite of the general cynicism of the age, the Twenties were a tremendously creative period in literature and the arts. It was an age of technical experimentation and of daring innovations in content; it is safe to say that more new things were created in literature in that ten years than in the hundred years that preceded it. Some times, as in the case of Scott Fitzgerald, the new writers were frankly enthusiastic about the Jazz Age; but more often as with Sherwood Anderson, Sinclair Lewis, and Ring Lardner, they caustically attacked the Babbitts, and boosters of the new age and rejected the superficial hedonism of the tin lizzy and the cozy bungalow in the suburbs. But the attack on American middle-class mores was not political; the typical authors of the Twenties were sometimes vaguely left-wing in inclindation, but their books were less political polemics than satires of private manners. In many cases the rejection of American culture took the form of expatriation: Gertrude Stein, Ezra Pound, Eliot, Hemingway, and others abandoned America for Europe, which attracted them through its lack of puritanism and its more sophisticated artistic attitudes. In poetry the era was frankly an age of experimentation. With the exception of a handful of "verse naturalists" like Robinson and Frost, few poets of the Twenties wrote anything that would have been recognized as poetry before 1900. It was the day of free verse, of radical experimentation in syntax, punctuation, and typography, and of virtual abandonment of traditional verse forms. Eliot, Cummings, Pound, Stevens, and Marianne Moore created almost overnight a new concept of verse, virtually a new poetic language which lent new values to old words and revolutionized the traditional concept of what a poem could be. But this revolution in fiction and poetry, paralleled by similar revolutions in painting and other arts, left the general public behind. While the bohemians and intellectuals were reading Eliot and Ezra Pound, the solid citizens in the suburbs were reading Eddie Guest, or more likely simply going to the movies. The split between the artist and the rest of society which had always existed and which had widened toward the end of the nineteenth century, now became a gulf. In spite of the efforts of Dos Passos and the Steinbecks to write about the struggles of the common man, and to write about them in his own language, the writer of the Twenties felt a sense of alienation from the general public stronger than American writers had ever felt before.

Daily Assignments in Detail

Monday, July 17--Friday, July 21

The Fantastic Decade: 1919-1931

The post-World War I decade was a furious one of reaction, boom prosperity, a passion for new Fords, the beginning of the radio and jazz, fads, flappers, prohibition of liquor and Al Capone. The writing of the 20's is as exciting as the American scene was. Your knowledge about the actual period will be provided by the social history, Only Yesterday by F. L. Allen. As you read each work, try to notice and mark for discussion in class the points characteristic of the 20's. Anyone know how to dance the Charleston?

Monday, July 17

Introduction to course: library tour and exercise.

Assignment for Tuesday, July 18:

Read Chapters I and II in Only Yesterday.
Mr. Steve Blackwell will visit our class.
It would be a good idea to start reading The Sun Also Rises.

Assignment for Wednesday, July 19: The Sun Also Rises, pp. 1-80.

Notice that your first paper is due on Friday, so it would be a good idea to read ahead and finish the novel.

1. As you read, notice Hemingway's style--the conversational tone and the simple sentence structure, for example. Look for other characteristics. How would you describe, for example, the dialogue?

2. The first part of the novel deals with the expatriates in Paris. Look up this word. How would you characterize the group in general?

3. Who is the narrator? What is his problem?

4. Characterize Robert Cohn.

5. Brett is characterized in pages 20-24. With whom does she first appear? Describe her relationship with Jake.

6. Brett says of the "Count", "He is quite one of us." How does he rate that distinction? What are his values?

Assignment for Thursday, July 20: The Sun Also Rises, pp. 81-187

1. Notice Brett's frequent insistence that she be allowed to bathe. Look for other concerns later in the novel with cleanliness or water.

2. How are the bus trip and fishing trip different from the rest of the novel? Notice the detailed description.

3. What is an aficionado? How do Jake, Bill Brett, and Cohn react to the bull-fights?

4. Why is Circe a good name for Brett? Look up this mythological character in the reference section of the library.

5. Read p. 148 carefully. It is a key to the novel.

6. Pedro Romero is introduced on p. 163. Watch him carefully.

Assignment for Friday July 21: The Sun Also Rises, pp. 188-247.

1. The death of Vicente Girones is one of the few events of real human importance in the novel. Notice the characters' reactions to it.

2. Who triumphs in the battle between Cohn and Romero? Why" (A key to Romero's character on p. 216.)

3. Why does Hemingway describe in such detail Jake's swimming at San Sebastian? Compare to the fishing trip.

4. Read the last page carefully. Notice that it echoes earlier scenes, especially on p. 25. What do you think Jake's tone of voice is when he says, "Isn't it pretty to think so?"

Paper #1 Due!!!

This paper should be at least two pages long and not more than three pages.

1. Examine one of the characters in The Sun Also Rises, telling why or why not that person could be labeled "one of us."

2. Is there a hero in the novel? If so, who? Explain carefully your reasons for choosing that character.

Remember that your reader knows the novel. Don't waste space on detailed descriptions of scenes that your reader will be familiar with. Be specific! When you make a point, you should support it with quotations, followed by the page in parenthesis, or exact references.

Assignment for Monday, July 24: "The Hairy Ape" by Eugene O'Neill on Conner's Reserve in the Library. There are enough for everyone, but they are not to be taken from the Library.
Also: Only Yesterday, Chapters IV and V.

1. What is Yank's attitude in Scene I?

2. Expressionism will be discussed in class Friday. Point out at least 3 expressionistic details used by O'Neill in this play.

3. What is Mildred Douglas the symbol of for Yank?

4. Describe the attitudes of Paddy and Long, both alternatives that Yank could have accepted.

5. For a picture of Rodin's "The Thinker", ask for a History of Sculpture by Fowler on my Reserve: p. 363.

6. What becomes Yank's chief concern? Why does he finally appeal to the gorilla?

Assignment for Tuesday, July 25: "The Adding Machine" by Elmer Rice. We will share copies of this play.
Also: Only Yesterday, Chapters VIII and X.

1. What is a synopsis?

2. Characterize Mrs. Zero from the first page of her dialogue.

3. In scene 2, what is Daisy and Mr. Zero's problem? What does this scene say about the society?

4. Look for expressionistic techniques again. There are lots of them here!

5. What were the Elysian Fields in Mythology? What are they in this play? Heaven or Hell?

6. Who is "they" of Scene 8?

Assignment for Wednesday, July 26: In Babylon Revisited, "May Day" and "The Diamond as Big As the Ritz" by Fitzgerald.

1. In "May Day", notice the simultaneous development of the three sections and how they unite.

2. Look for irony in these stories. Why is the title ironic? What is ironic about Jewel Hudson's name?

3. Read in Only Yesterday about the actual events of May Day, 1919.

4. Is the wealth of "Diamond" the "American Dream" of wealth? What effect does it have upon the people?

5. How does Fitzgerald contrast John T. Unger and Percy Washington?

6. How is Mr. Washington's conversation with God ironic?

Assignment for Thursday, July 27: In Babylon Revisited, "Winter Dreams", "Absolution", and "Babylon Revisited."

1. What were Dexter's Winter Dreams?

2. Does July Jones remind you of anyone in The Sun Also Rises?

3. Why does Fitzgerald show the madness and frustration of the priest?

4. Who is Blatchford Sarnemington? Why is he significant?

5. "Babylon Revisited" is the perfect story of the effects of the life of the 20's such as we saw in The Sun Also Rises.

6. Should he get Honoria back?

Friday we will study poetry; that assignment will be given next week.

DAILY LOG - Ruth Conner - The 1920's

Monday, July 17

I gave out the syllabus and explained the purpose and content of the course. I felt as if I was stabbing in the dark, since they had no previous reading. We went to the library, where I showed them all the reference section, periodicals, and arrangement of books. They were fascinated, and asked lots of questions. I gave each of them a short assignment, such as make a 5 article bibliography, find and read one article, read a biography sketch, etc., which they completed successfully--some even read extra articles!

Tuesday, July 18

We discussed the first few chapters of Only Yesterday, their background book. They were interested in some of the points but the discussion was not spontaneous. They were attracted to Wilson as a tragic figure, and we talked about what makes a person or character in literature tragic--probably the most profitable part of the day!

Steve Blackwell spoke to us on the politics of the 20's. He illustrated simply the confusing nature of politics in general, and the factions of the 20's. I felt the students did not really gain because they were not interested.

Wednesday, July 19

The students had pretty much trouble with the first reading of The Sun Also Rises, before we had discussed the novel at all. In class I had to explain the homosexuals and Jake's impotence--which made their reading clear. Perhaps I should have done that before they read. None of them had understood the implications. They are fascinated by Brett.

I think perhaps I point out too many things, though I try to make every point a question. There are two girls who are hard to draw into the discussion. They are shy, and one does not seem interested at all. I am trying to participate as much as possible.

Thursday, July 20

The class first wrote a short explanation of the epigraph to The Sun Also Rises, "You are all a lost generation." I am pleased with the papers. They show an understanding of the points we have discussed in class and have some original ideas also. These kids really seem to be grasping the novel. I should have given them a more specific subject, however.

We then discussed the middle section of the book, including the fishing trip. While talking about the rituals involved, they became very excited and volunteered ideas about the meaning of the book--real truths that they discovered about themselves! They were very excited about Hemingway as an author, especially his skill in cutting and the meanings they can discover. I was very pleased with their reactions. Even my two quiet girls at least looked interested. However, one, when questioned, would not say anything. I think I need to talk to these girls alone since I know all the others.

One of the girls showed the class numerous illustrations from a history of the movies.

Friday, July 21

The class consisted of only 3 people today, plus a visitor, so we were rather limited in discussion. I had specific points ready to make, though, so we really had a profitable discussion. I felt much less at ease with fewer people, since there was less response and the class was more dependent on me.

As preparation for their play-reading, I gave them tips on how to read a play and tried to explain Expressionism. I used examples, but they did not understand adequately. I brought 2 books on bullfighting to show the pictures to the class, one of which was Hemingway's Death In the Afternoon. One girl expressed a great interest and took the books to read and give a report later.

Monday, July 24

We discussed "The Hairy Ape". Their reactions while reading it were complete boredom until the last scene. Several of the better students had not completed the play, which stilted our discussion again. I was forced to go from more general questions, which bring better response, to more questions of detail and to explaining each scene. They had a hard time picking out the expressionistic techniques.

They handed in papers on The Sun Also Rises. All chose the first alternative (see syllabus), at which I was rather disappointed. The papers, though, were adequate, some, which gave specific reasons and references, being better.

I talked about several chapters in Only Yesterday, which was a flop because none had read it all. Too much assignment for today.

Tuesday, July 25

I had cut out one of the Fitzgerald stories and given them 2 days, if they needed, to finish "The Adding Machine", but everyone had completed the play today! They really liked it. In this play they were more able to pick out the expressionistic techniques. The discussion was very enthusiastic, and they were able to interpret much of the symbolism. Several of the girls began to talk excitedly about putting the play on in their high school, and we tried to visualize how they could produce it.

I brought Vanity Fair to class, a book which contains illustrations from the magazine of the same name, and showed them numerous pictures of personalities they had read, heard, and talked about. A great success!

Wednesday, July 26

I handed back their first 2 papers and spent some time explaining things not to do--contraction, "I believe's", repetition, indefinite reference of pronouns, etc. They looked shocked when I handed back their papers covered with red ink, but with no grade.

One of the girls gave a sketch of Fitzgerald's life, which she had shown interest in, and after class I took her to the library and helped her find a biography and book of letters, which she read parts of enthusiastically. We then discussed "May Day". Most had not read the other story, "The Diamond". They were very unenthusiastic about the story, though I think they see how it was characteristic of the decade.

Thursday, July 27

I gave the assignment for a paper on Monday and for the assignment for Friday. This should all have been run off--procrastination!

They wrote an in-class theme on the sentences from Fitzgerald's "The Rich Boy" beginning, "Let me tell you about the very rich. They are different from you and me........" O.K. papers, nothing spectacular, but one very imaginative one. We discussed in detail "The Diamond As Big As the Ritz", which they were very enthusiastic about. I asked them more general questions, covering the whole story, besides details, to which they responded extremely well. They like stories with love, wealth, and excitement. Only 2 girls had completed all the assignment, so I skimmed over the other stories.

I have been using the dictionary extensively. Whenever they question me about a word, or I discover one they are uncertain about, we look it up. They joke about it, but I think they really enjoy it. I should have had them keep a list of the words-- a "decade dictionary".

Friday, July 28

Two girls gave "reports". One has become passionately interested in bullfighting, and told a story about a bullfighter which they all were upset by. Later today I found for this girl a novel, The Brave Bulls, which she is going to try to read. Another told us about articles from "The New Republic" during the 20's, which she read in The Faces of the Five Decades. There is a running argument going on in our class between the rooters for Fitzgerald and those for Hemingway, and they get violent about it!

We discussed several poems each of Wallace Stevens, William Carlos Williams, and Marianne Moore. I had done quite a bit of preparation for each individual poem, and was able to guide them well into the poems. I used the board quite a bit, which helped them, and we talked about "connotation", "images", and "alliteration", all new to them.

Once we dug in, they were enthusiastic about "The Emperor of Ice Cream" and loved all the Williams we read--mostly because of the imagery. Besides the ones assigned, we read and talked about several others. Marianne Moore left them pretty flat.

Monday, July 31

More poetry, but the class was not so good today. Everyone was tired, and both I and the students were less enthusiastic.

Maybe because these weren't quite so hard to figure out. They worked well with the relative simplicity of Ransom's poetry, and were imaginative in interpreting Cummings' poetry. They liked "Anyone Live in a Pretty How Town" especially. Several got in an argument over it, I later found out.

They also handed in their papers on Fitzgerald, which are much better technically and about the same idea-wise. It seems as if the criticizing helped.

Tuesday, August 1

One girl told us about an article I had asked her to read, "Echoes of the Jazz Age" by Fitzgerald (1931). It was a short report, but at least she got something out of it. We began discussing Babbitt, which they are unenthusiastic about: "Too many details!" and "It's more fun to talk about it than to read it!" I tried to shy away from discussion of details, but didn't succeed well. I will have to try to think of a new approach to this book.

I brought a special issue of The American Heritage magazine on the Twenties which I discovered and let them look at it. Pictures really add a lot to their interest and understanding of the period and people.

They are all getting lax on their assignments.

Thursday, August 3

More Babbitt, and more lack of enthusiasm. They have not even read enough of the assignments to get to Paul's shooting or Babbitt's "revolt", which is at least more interesting than descriptions of real estate conventions. There are too many things working against it, including the kids' schedules!

One of the poorer students told us about an article she had read. She made an interesting report and was really relaxed.

Friday, August 4

Several of the class had finished Babbitt, and we had class at 9:00, so we were awake and interested! After they had read all or the majority of the book, they really did have some good things to say about it. At least they appreciated the fact that it introduced them to the life of the 20's. I stressed the "2 Babbitts" and the satire. When asked if they thought it should be used in a course like this again, some said yes--for the perspective it gives, but I would not recommend it. They got too bored with it. They aren't interested in reading just for the literary or historical merit of a book.

After we finished discussing Babbitt, I asked them to help me list characteristics of the 20's. This was very successful. We listed about 60 items under "Events", "People", "Attitudes", and "Literature". They enjoyed it, and it was a good method of summary and recalling things we had studied. Very satisfying class today!

SYLLABUS FOR "MODERN EXISTENTIALIST LITERATURE"

July 17 - Introduction, library tour, bibliography assignment

July 18 - The Snows of Kilimanjaro
"The Short Happy Life of Francis Macomber"

July 19 - "A Day's Wait"
"The Gambler, the Nun, and the Radio"
"Fathers and Sons"
"Fifty Grand"
"The Killers"

July 20 - "A Clean, Well-Lighted Place"
"A Way You'll Never Be"
"In Another Country"

July 21 - Antigone

July 24 - No Exit

July 25 - The Secret Sharer

July 26 - The Flys

July 27 - Heart of Darkness

July 28 - Heart of Darkness

July 31 - Paper assigned for August 1
"Hollow Men"

Aug. 1 - Begin Poetry unit with "The Hippopotamus"

Aug. 2 - Trip to Mammoth Cave

Aug. 3 -"Do Not Go Gentle into that Good Night"
"Ecclesiastes 3"

Aug. 4 - Selections from Cummings

July 17 Introduction to course
Tour of library
Bibliography assignment

Be prepared to answer each question in the daily assignments. You may be called upon to write an in class theme based on one of the questions.
PAPER ASSIGNMENT: Take any two stories from the collection of Hemingway and compare the themes, characters, and actions. Illustrate the similarities and differences by quotations and/or references to what the author has written. You may put the page number in parenthesis after the reference. The paper should be at least two, but not more than three pages in length.
Due: July 20.

July 18 The Snows of Kilimanjaro
The Short Happy Life of Francis Macomber

1. Harry and Francis have both lost something- What is it?
2. Have the Women in their lives been helpful or destructive?
3. What influence has money had on the two men?
4. How does each find himself?

July 19 A Day's Wait
The Gambler, The Nun, and the Radio
Fathers and Sons
Fifty Grand
The Killers

1. What is the common theme in The Gambler and Fifty Grand?
2. If the purpose of The Gambler, the Nun, and the Radio is to compare three apparent unlike characters who show how the story is constructed to bring these three into parallel.
3. What does Mr. Frazer depend on to keep him going and save him from despair? How well does it work?
4. What moral for the story is contained in Mr. Frazer's "the opium of the people"?

July 20 A Clean, Well-Lighted Place
A Way You'll Never Be
In Another Country

1. Who is in "another country"? Where is he?
2. What does the old man in the cafe fear?
3. What is the Nada?
4. What does the cafe stand for?

July 21 Antigone

1. What is Creon's definition of justice? Antigone's?
2. Defend or attack: the theme of Antigone is the state versus the individual.
3. What makes Antigone a heroic character, a tragic one?
4. Observe how Sophocles uses contrast between the two sisters Antigone and Ismene to reveal character, How would you describe each?
5. Note in his first speech (11 156-204) Creon states his philosophy of ruling, then issues a solemn decree. What is your first impression of Creon?
6. Often a character reveals much about himself in the way he interprets the actions and speech of others. As Creon talks to the Chorus and the Guard, what motive does he consistently attribute to others? What seems to be Creon's attitude toward his own authority?
7. Regarding the first "burial" of Polyneices, the heaven." Could it be a warning sent by the gods to Creon that he chooses to ignore?
8. What normal human characteristic is shown by the Guard who brings Antigone a prisoner to the Palace. Explain his mixed emotions.
9. When Antigone had returned to bury Polyneices, a whirlwind has momentarily covered her movements. Is this natural phenomenon merely a realistic detail to make plausible Antigone's ability to reach the body undetected, or is there some relationship between her and the whirlwind?
10. Is there a personal motive in Creon's determination to punish Antigone? Do you think that Antigone's motives are perfectly pure, or does she have a motive that is not truly selfless?
11. What is Creon's attitude toward women? In his dramatic argument with Haemon how does he reveal the effect of this attitude on his philosophy of government?
12. Which seems wiser, Creon or Haemon? If you think it is Haemon, do you think Sophocles intended an ironic effect?
13. Is the chorus right in telling Antigone: "Your own willful temper has destroyed you"?

July 24 No Exit

1. Do you view No Exit as a protest? If so, of what?
2. Why don't any of the characters leave hell when the door opens?
3. What is Sarte's definition of hell? What is your definition?
4. Can Garcin sleep? Why is this torture effective?
5. Do the characters need each other? Why?
6. What view of religion is presented? Does Sarte seem to think God or man is more important?

July 25 The Secret Sharer

1. Do you think the author intended Legatt and the captain-narrator to be two different people, or two different parts of the same person?
2. Who or what is the "secret sharer"?
3. Does Legatt disturb the captain's relationship with his crew?

July 26 The Flies

1. How is this play similar to Antigone?
2. Why does Zeus consider Orestes so dangerous? What makes the Gods powerless?
3. What are furies? (See Edith Hamilton's *Mythology* in the library.)
4. Note and explain the parallel (P. 127) or Orestes to the Pied Piper.

July 27 Heart of Darkness
28

1. How are *Heart of Darkness* and the *Secret Sharer* similar?
2. Marlow begins by saying that "this (London and Tiri Thames) also has been one of the dark places of the earth." What was dark about it? Who penetrated that darkness? What did it take in the way of strength for him to do so? What did he have to fight?
3. What is Marlow's opinion of conquest such as the Romans carried out? What does Marlow think justifies conquest?
4. What does Marlow think of savages, of the cannibals and others he meets during his trip to the Congo?
5. What does Marlow think of the Company? Of its office in Brussels? Of its organization in Africa? Of the manifestation of the spirit of commercial exploitation he sees on his trip down the coast of Africa?
6. What is Marlow's first impression of Kurtz?
7. What impression of Kurtz comes to us from Marlow's report of what the young Russian tells him about Kurtz?

8. What does Marlow learn directly from Kurtz that first night when he has to follow Kurtz and bring him back to the boat?
9. What does he learn from Kurtz on the trip down the river before Kurtz dies?
10. Why does Kurtz write at the end of the pamphlet "Exterminate the brutes"? Why does he say "the horror! The horror!"
11. Why does the native say "Mistah Kurtz - he dead" "in a tone of scathing contempt"?
12. Why does Marlow lie to Kurtz's intended when they finally meet?

PAPER: Due Tuesday, August 1, 1967

Read the poem "The Hollow Men" by T. S. Eliot. This work describes hollow men (and women) as those who lead empty, meaningless lives. They have no real personality, no ambition, and no real purpose for living. They simply exist making no commitments, and no real decisions. As you read _Heart of Darkness_, list characters that you think are hollow men, and take notes so that you can give specific references to support your point.

When you have finished reading and taking notes, write a paper showing what characters in the _Heart of Darkness_ are hollow men, and why they think this.

The Tragic Hero

There has always been much discussion and disagreement about the "tragic hero." In an article entitled "Tragedy and the American Climate of Opinion" Orrine E. Dlapp, a Professor of Sociology at San Diego State College, says this about the hero:

> One of the competing types is the "victim", the sufferer of a disaster or wrong. While he gets plenty of sympathy, he is too innocent to be tragic: He lacks willful fault and inner conflict; he has not brought the trouble on himself; and so we feel only a melodramatic conflict between him and the villains or forces that have harmed him. The "soap opera heroine" suffers also, to be sure; but she also is melodramatic, rather like the victim, basically good for whom in this case things work out well in the end. These features disqualify her as a tragic heroine, The martyr, too, suffers, but his is a willing and knowing sacrifice for a noble cause; he, too, is a melodramatic hero in conflict with villains: and on both counts he is too good, too "perfect" to be tragic. (On this reading, the death of Jesus is not a tragedy, strictly speaking, nor is that of Joan of Arc, Nathan Hale, or any other noble soul who dies for a cause. They are simply too good in their crucial acts; they do not have fatal flaws.) The villain suffers also; but his is not tragic because we are glad of what he gets, more or less; he is too bad to deserve much sympathy. When newspapers report that gangsters shoot one another, we are likely to say, not "tragic" but "so much the better". Yet many a man whom we write off as a villain might have been tragic if we had looked at him a little more closely. Still another figure competing with the tragic hero is the daredevil, who courts death and sometimes provides a morbid thrill at the curve of the racetrack. His smash-up is akin to disaster if it affects the audience, he is a fool, at a far pole from the tragic hero. Then there is the pathological case, a person who comes to ruin because of sickness or insanity. However horrible such an end may be, it has nothing of the essentially tragic, because, for one thing it is not voluntary, and if we sympathize at all, it is as with a crackpot or other kind of mental deviant, his abnormality works against tragic compassion instead of sympathizing more than likely we will be repelled. Finally, among all the other types competing with the tragic figure for popular interest and understanding must be mentioned the outright fool, who gets himself into absurd or disgraceful trouble; he suffers, to be sure, but usually receives more laughter than sympathy.

With such a list of distracting types, it is small wonder that when a real tragic figure appears he is misunderstood. It is also easy to think of him in terms of these other types. Because we are used to thinking in terms like "villain," "fool," and other types with which our culture provides us, we easily miscast the tragic hero. These misunderstandings may be of some help, however, in seeing, by contrast, when a tragic figure appears he is misunderstood ought to be. HE SHOULD BE A COMPLEX FIGURE WHOSE SELF-IMPOSED PUNISHMENT AND CONFLICT WITHIN CHALLENGE OUR COMPASSION AND UNDERSTANDING. HE MUST (HOWEVER FOOLISH OR WICKED HIS COURSE OF ACTION MAY SUPERFICIALLY SEEM) KEEP HIS DIGNITY AND REMAIN HEROIC. ANY TENDENCY TO "WRITE HIM OFF" AS A FOOL, NO-ACCOUNT MENTAL CASE, ETC., IS A SIGN OF FAILURE OF UNDERSTANDING; SO, ALSO, IS IT TO SIMPLIFY HIM IN THE OPPOSITE WAY, TO POINT WHERE HE IS ALL GOOD, OTHERS ARE TO BLAME, AND HE HAS NO INNER CONFLICT."

Daily Log of Miss Belita Gordon

July 18- Antigone: We discussed the legend and historical background preceeding the events of Antigone. The questions from the guide were answered. The question of what justice is or should be was raised by one of the boys. The characters of Antigone and Creon were analyzed. I was quite pleased with the effort and understanding the students showed. Asking them to mark passages for specific support of their answers would have been helpful. The students noted that this type of tragedy is not written now. They prefer other areas to drama, because they would like to see it acted (rather than read it). The "Tragic Hero" was read and used in a discussion of Creon and Antigone.

July 19- The Snows of Kilimanjaro
"The Short Happy Life of Francis Macomber"

Visual aids on Hemingway were used. His life was discussed briefly. We discussed the questions and used them as a basis for a comparison of the two stories. The students seemed interested and motivated. To illustrate stream of consciousness, I said "shy" and had them list the first five thoughts that came to mind. We discussed Hemingway's use of this device in Harry's memories. Symbolism was defined and illustrated in connection with 'Snows.' They seemed to prefer this story to 'Short Happy Life.'

July 20- "A Day's Wait," "The Gambler, The Nun, and the Radio"
"Fathers and Sons," Fifty Grand and the Killers"

Note: Due to meetings and late hours, class participation was limited. Only "Gambler" was thoroughly covered. A helpful exercise would be to find the structure of character development in "Gambler." The class decided that each man must have a basic idea or ideal to live for--to gamble, to become a saint, etc. This will be contrasted to the "nada" in "A Clean Well-Lighted Place." "A Day's Wait" does not seem worth reading.

July 21- "A Clean Well-Lighted Place," "A Way You'll Never Be,"
"In Another Country"

We discussed what it meant to be afraid of nothing. We created a "nada"--a vacuum, dark. Then contrasted this with the clean well-lighted cafe--Showing the need for light and order to bring security. The contrast to "belief" in anything--even a radio--was developed to show the despair of belief in nothing. Most of the students had experienced a mood of "nothing matters," nobody cares, etc. We discussed the meaning of "Another Country" and decided that this was where the old man and older waiter were before they came to the cafe. We compared the Major to the old man and older waiter.

Week's Evaluation: I feel the attempt to link the similar themes of the stories and play has been successful. We discussed what they had taught us--ruin and happiness are closely linked; have to try in order to get anything; set your goal high and try.

Paper: Unusually good construction. Some perception and basic understanding of concepts.

July 24- No Exit

The students showed an unexpected enthusiasm about the play. This led to a religious discussion about hell, etc. They understood the basic ideas and relationships (in the play).

July 25- The Secret Sharer

Perhaps too difficult. They had no knowledge of inner conflict of good and bad forces, etc. No background in psychological terms made it difficult to discuss what was happening to the mind.

July 26- "The Flies" was omitted due to the Life Career Game. Fair understanding of "The Hippopotamus." "Hollow Men" too abstract and difficult--hope to make more concrete by Conrad's Heart of Darkness. Enjoyed "these people so called were not given hearts." Showed how this defined and explained characters in all the other material we've read. Class is good in comparison of themes, characters, etc.

July 27- Heart of Darkness

Can't be read in one night. Half feel that it is too difficult--can't understand what is happening. But no one finished, so judgment is inconclusive.

Worked on character sketch of Marlow and Kurtz (through words of agent, manager, and Marlow). Will complete tomorrow. The novel will probably take 3 days instead of the 2 planned.

July 28- We discussed some of the questions and did character sketches of Kurtz and Marlow as reported through other characters in the novel. Board work as this is successful. They did not understand the appeal of the jungle until compared to their actions and the atmosphere at a (Friday night) combo dance--dark, loud, hot, wild. Discovered (again) their total lack of background in psychology. We talked about the bad and good points of man especially as presented in The Secret Sharer.

July 31- The students were told to read and make notes on the "hollow men" in Heart of Darkness. In class we listed the characters on the board along with the page numbers where supporting quotations were found. Then we wrote a blackboard theme. Each student wrote a paragraph telling why he thought Kurtz, the Russian, or the manager was hollow. We developed an outline for the blackboard theme:

I Introductory Paragraph
    A. Attention-getter
    B. Statement of Purpose
II Paragraph developing the purpose
    A. The Hollowness of Kurtz
    B. The Hollowness of Russian
    C. The Hollowness of Manager
III Conclusion

Giving the students a form to follow proved beneficial in the organization of their following papers. This allows for creativity and helps to insure the completion of the purpose. Our "introduction" included a discussion of T. S. Eliot's "The Hollow Men" and a statement showing that the purpose was to show how the three characters were hollow. The conclusion to the blackboard theme restated their hollowness and influence on each other, and ended with a quote from Eliot's poem.

August 1- "The Hunger Artist"

The story was discussed and compared to "Gambler, Nun & Radio." This led to a discussion of the necessity of a belief or faith in something, anything, in order to live a meaningful life. We spent time with library materials, reading criticism of Kafka, Hunger Artist," and biographical material. The students were surprised that other people write about stories and authors.

August 2- Trip to Mammoth Cave

August 3- Class was dead due to the trip. We spent time in class reading and discussing two points of existentialism--existence is of prime importance, and man's inability to completely control himself through reason. The students decided that the existentialist would say "I am," rather than "I am a man." They realized what happened when man's reasoning breaks.

August 4- We discussed the remaining four points and how our readings had illustrated these points of freedom, anxiety, nothingness. Then we stated the philosophy in our own words. The students gave a brief evaluation:

> They did not enjoy Heart of Darkness due to the difficulty.
> The students felt they understood a few basic ideas of philosophy--man has freedom to choose, anxiety is being afraid of nothing.

I feel they understood the abstract ideas because of the readings--we discussed freedom of choice in terms of Antigone and "defined" other basic points of existentialism in terms of the literary works we studied.

SYLLABUS FOR "MODERN AMERICAN LITERATURE"

July 17-	Introduction and library tour
July 18-	"In the Cart" "Soldier's Home" "The Plot Against the Giant"
July 19-	"A Hunger Artist" "A Rose for Emily" Theme assigned for Monday, July 24
July 20-	"The Egg" "Revelation"
July 21-	Begin drama with Death of a Salesman
July 24-	Study of Robert Frost
July 25-	Continue study of Frost
July 26-	Begin study of Yeats and Cummings
July 27-	Continue with Cummings
July 28-	Review and attempt contrast with Frost and Blake
July 31-	Study Moore, Thomas and Stevens
Aug. 1-	Review course and select portions for deeper study as interest of students indicates.

DAILY LOG MISS ANN ATKINSON

July 17- Response comes from only a couple. It's not that they try to hog the class so much as that they (like me, I guess) fear the silence. "The Plot Against the Giant" floored most of them. I tried to go from specific to general, but the idea of different approaches to the same things gives them trouble. A couple are way ahead of me, begged for more work to do. They are not interested in critical work. Do I try to get them interested in it, give them working assignments, projects?

July 18- Excitement! They talked to me. "In the Cart" did not really excite them--monotonous tone is the reason I think. "Soldier's Home" brought great response. They enjoyed writing object descriptions and were eager to read them to the rest of the class. They want to participate. I can't make myself lecture on style. I discuss it as it comes up in the story, but any lecture of more than several minutes, during which they cannot respond, brings a lull. Most seem to do the reading--a few do not.

July 19- "A Hunger Artist" tended to produce sentimental remarks rather than analysis. It was perhaps too deep for them--and for me. "A Rose for Emily" made more progress. For the most part, the class remains alert. I strike a cord sometimes (somehow???) and they all--every one--look at me--supreme tribute. Still, some do not seem to do the reading. The themes they turn in Monday should give me a good clue.

July 20- The long meeting last night prevented some, I think, from completing the reading. "The Egg" aroused a little enthusiasm. There are several in the class who work dilligently on talking and bringing class discussion around to very extraneous points, i.e., the dress I'm wearing, new dorm rules, etc. Sometimes they do it before I realize what is happening. "Revelation" got a much greater response. The characters are real and like the ones we meet every day. They responded very well as we decided whether characters from the last six stories were "set piece" or"unrolled."

July 24- Purely philosophic poems do not get through. Poems must have some basis in common experience. They can now define imagery, but it does not seem to follow that they can identify it. For some reason, poetry is almost offensive to them. Sentences in inverted order throw them. This may stem simply from a lack of real grammatical sense. They may not often hear a verb come before a subject from any of the people they talk with and therefore they consider it strange and contrived. Some students STILL are not reading.

July 25- They are too hesitant about venturing an opinion; again, trouble with the poetry. These poems were not that difficult. They are looking for content and I want to stress method. But only discussions of content bring any response. I'm trying to revamp my syllabus on a day-to-day basis, giving them more of the types of poems they can become involved in. Frost is a good prospect, I think, although they seem to have a candy view of him.

July 26- A beautiful class. Most successful yet. Cummings gets them involved ("anyone" and "my father moved..."). They are interested again in boy-girl relationships. "The Subverted Flower" went about as well. The idea of who is responsible brings good response. They named "Crazy Jane" as one they liked and wanted to talk about. I'm not sure why, again.

July 27- "Design" went well--they could grasp the thing that happened and had something to work with when the time came for extrapolating. "The Lamb" and "The Tyger" introduced them to the idea of good and evil (and God-Satan=Lamb-Tyger) as contrasted with good vs. evil, God vs. Satan, etc. Good response on these two. They clamored to do "Leda" and "Second Coming"--I think the idea of violence and terror excites them, which is more interesting to work with anyway. I was surprised that they wanted to do these two--I thought the philosophic ideas would be too abstract for them. I guess maybe they were. The events of these two poems were what they liked.

July 28- Quiz on objects (images) in poems went over very well, as does anything on the blackboard. Moore's "poetry" went over so-so--partly because I couldn't think of much to sustain that discussion. Dylan Thomas' "the Force that..." went over very well--they like to be asked for word CONNOTATIONS and then see if I (or they) can fit the connotations into the poem. "Man with the Blue Guitar" provoked only moderate discussion. Yeats' "A Coat" gave them ideas they could handle. They all want more Cummings tomorrow.

July 31-August 4 JOURNAL PAGES FOR THESE DATES ARE MISSING.

EVALUATION OF "MODERN AMERICAN LITERATURE" SEMINAR

Miss Ann Atkinson

I had them choose the two short stories (of the 6 read) that they enjoyed most. The results were as follows:

1.	"A Rose for Emily"	13 votes
2.	"Revelation"	10 votes
3.	"Soldier's Home"	6 votes
4.	"A Hunger Artist"	4 votes
5.	"In the Cart"	2 votes
6.	"The Egg"	1 vote

I had them write the names of three or four poems they particularly liked. They were, in order of preference:

1.	"Man with Blue Guitar,"	Stevens	(Surprise!)
2.	"The Subverted Flower"	Frost	
3.	"Leda and the Swan"	Yeats	
4.	"anyone..."	Cummings	(Many just wrote Cummings' name--they love a feel for the kind of writing he does more than for any other poet we did)
5.	"The Tyger"	Blake	
6.	"The Lamb"	Blake	
7.	"I Knew a Woman"	Roethke	

Most rated Death of a Salesman as either "excellent" or "good."

As to preference for the form of literature studied, the results were as follows:

1.	Drama	8 votes
2.	Short Story	5 votes
3.	Poetry	3 votes (I failed! !)

I reviewed the nature of all the assignments and asked them to choose their favorite:

1. Put objects on the board and ask them for the work in which the object figured.
2. Put five geometric figures on the board and ask them to write a paragraph characterizing each character in a story or play as one of the symbols.
3. The paper requested on imagery.

LITERATURE MINOR

It was not required of the leaders of the "Literature Minors" that they keep a log. They had little time given to them each day (90 minutes) and for this reason, as well as the recognition that the students had majors to study for, found it difficult to develop courses in the same way as the leaders of majors developed courses. Nevertheless, they accomplished a good deal and, for the most part, did develop a good "sound" course in which the forms of literature were surveyed. Mr. Geoff DeGraff's "report" is a construction out of his notebook. The materials are taken from here and there and "forced" into the same pattern as those accounts which proceeded this one.

Incomplete Detailed Syllabus

First meetings:- Read "Richard Cory," "The Road Not Taken," I'm Nobody. Who are you?," and "Much Madness is Divinest Sense"

"Richard Cory"
Explicate the poem together. Why doesn't he show Cory's feelings until the end? Why does he spend so much time on the view of the common people? Why isn't the poem a description of Cory's feelings leading up to his suicide? Why does Robinson (author) contrast the people's view of Cory with Cory's own view? What is Robinson's view of man in society? No one can ever know another person completely.--Reason for contrast, do you agree? Should we envy anybody?

"I'm Nobody. Who are you?"
Read and explicate together. Who are the two people in the poem? What is their relationship to society? Why are they like two conspirators? What view does this give of society--dreary, silly, something they don't want a part of? Do you agree?

"Much Madness is Divinest Sense"
Read and explicate. Devices--why does she use paradoxes? What view does this present of society? Society demands conformity to madness. Ask for examples of "madness."

"The Road not Taken"
What do the paths symbolize? Is he happy in his choice? Did society force a choice? Which do you regret more--Mistakes made on your own?--Mistakes someone else made you make? Independence brings pain and joy. Conformity is comfort, sans pain, sans joy.

Later Meetings: "A Rose for Emily," "The Egg," and "Revelation"

"A Rose for Emily"
Elements of foreshadowry: 1st paragraph "No body had seen inside for the last 10 years." Decay of Neighborhood: "Sitting in window, torso motionless as an idol" Gloom, Dust. Smell of dead man, disappearance of Homer Barron, Poison. Why does Faulkner use foreshadowry? Why doesn't he make the ending a complete surprise. Suspense, conflict, without it, no interest. Show how author whets your appetite.
Also
Decay of aristocracy: Out of step with modern society--Sense that depravity is inevitable. Compare with Richard Cory. Person left to himself becomes depraved. Civilization, in spite of its ordinary high values, has a morbid curiosity in depravity. Is society any better than Emily? Is it self-righteousness? Or, do we recognize the depravity deep within us that hasn't had a chance to come out? DISCUSS.

Daily Log of Mr. Geoff DeGraff

July 17- The kids didn't volunteer any opinions--I had to drag them out. I found myself talking too much in generalities--I didn't give enough examples to spark a discussion. They reacted pretty strongly to "Richard Cory" hardly at all to "Much Madness". I tried to start a discussion on conformity, but didn't get anywhere. Later, after class, one boy came to me and told me how he thought manners were stupid--his comments were good. We only went over "Richard Cory" and "Much Madness". I wasn't succeeding at starting the discussion I was looking for today, so I took them to the library early.

July 18- I did it again--I was through discussing "A Rose for Emily" way ahead of time. The kids were a little more responsive than before. I tried to go through the story, showing how well it was written, how Faulkner used different artistic devices to create an effect, make a point, etc. They didn't seem especially interested in that.

July 19- War & Counterparts:-- We had a discussion on courage and conscience. It was a little disorganized, but the kids were really interested. I tried to ask questions, not to answer them.

July 20- "The Egg" I gave a talk on the importance of writing that scared them a little--I told them they would never be able to read unless they learned to write. We discussed "The Egg"--How "A" used the symbol to add extra meaning to what he was saying. A heated discussion developed over whether or not a person should be content with his lot in life.

July 21- "Revelation" We had a discussion that made the kids realize things that they had never thought of before. We discussed the theology of the story. I made some statements that they didn't care for, yet later in the period they made the same remarks.

End of Log

In addition to the works listed, Mr. DeGraff's class studied Wilder's Skin of Our Teeth and Sophocles" Oedipus Rex. In remarks which he was asked to submit, he said of the techniques which he used and felt to be most effective that "During discussions, I would do nothing but ask questions. The kids usually agreed on what I would have told them had I lectured to them. Once they felt secure in one level of understanding, I would challenge them on a deeper level. The best classes were the ones in which I made sure that no one person dominated the discussions. After these discussions, the kids felt that they had accomplished something important--Either that they had understood the story on their own, or that their minds had been opened to new questions."

In answering a question as to which aspects of his teaching experience he felt to be most worth while, Mr. DeGraff replied that "Some of the students acquired an interest that they had never had before in literature. Some of the students improved their attitude towards classwork. Some of their minds were opened as they had never been opened before."

In discussing his satisfaction with the students, Mr. DeGraff noted that "The students rose well to the challenge--they had a good depth of understanding and could discuss their ideas fairly well. Their writing, however, was very poor."

As to the objectives of his course, DeGraff replied:

"To Challenge them with difficult works;
To make them aware of some of the important questions raised by literature;
To increase the depth of their comprehension of literature;
To show them what literature has to say about their lives."

List of Participants

in

THE ACADEMIC PROGRAM

PROJECT OPPORTUNITY PERSONNEL

Teachers' Program

Social Studies

Mr. Larry Matheny--Centre College (Leader)
Mr. Doug Coulter--Princeton High School (Leader)
Miss Carol Hills--Centre College (Assistant)

Mrs. Chrisman--Lee County
Mr. Monte Gabbard--Lee County
Mr. Tom Cockerham--Lee County
Mr. David Hubbard--Breathitt County
Mrs. Ettazene Montgomery--Breathitt County
Mr. Sammy Turner--Breathitt County

Mathematics

Mr. Charles Haggard--Transylvania College (Leader)
Mr. Gil Mortenson--Princeton High School (Leader)
Mr. Geoff DeGraff--Oberlin College (Assistant)

Mrs. Nancy Mauch--Breathitt County
Mrs. Anna Smith--Breathitt County
Mr. Jim Smith--Lee County
Mr. Russell Stamper--Lee County

Literature

Mr. Adam Fischer--Centre College (Leader)
Miss Lynn O'Malley--Centre College (Assistant)

Mrs. Margaret Congleton--Lee County
Mrs. Nancy Jennings--Lee County
Mrs. Hoyett Updyke--Lee County
Mr. Ken Upshaw--Lee County
Mrs. Nancy Brewer--Breathitt County
Mr. Foster Watts--Breathitt County

Science

Mrs. Lila Boyarsky--Transylvania College (Leader)
Mr. Wayne Nelson--Princeton High School (Leader)
Miss Terry Elliott--Centre College (Assistant)

Mr. Willard Allen--Breathitt County
Mr. Ocial Smith--Breathitt County
Mrs. Gordon Cook--Lee County

Project Opportunity Class List

Biology Majors

Lonnie Arrowood
Ada Barnett
Shirley Blanton
Dwight Bradley
Jeffery Burgess
Susan Campbell
Ira Clemons
Vickie Combs
Ila Cox
Sylvia Dunaway
Kathy Elliott
John Frazure
Mary Fugate
Alfred Gross
Larry Hensley
Frank Kincaid
Elizabeth Landrum
Brenda Manna
Phyllis Napier
Betty Neace
Jackie Neace
Estill Noble
Dick Overbee
Linda Pollard
Debbie Riley
Ronald Ross
Dick Snowden
Cecille Stamper
Sam Steele
Bill Strong
Elmer Terry
Anita Wade
Keith Watts
Ashley Witt

Mathematics Majors

Marily Chance
Edward Congleton
Tim Cook
Charles Flinchum
Gladys Fraley
Katie Gabbard
Anna Griffith
Bradley Hamilton
Nancy Herald
Deborah Hudson
Darrell Jennings
Christina Jewell
Jennifer Lovely
Tom Ohlmann
Debbie Perdue
Marilyn Phillips
Arthur Ratliff
Danny Ross
Kathy Russell
Nancy Sparks
Ricky Stamper
Darrell Taulbee
Jennifer Turner
Monnie Watkins
Elizabeth Osborne
Glenna Brewer
Betty Bach

Literature Majors

Cathy Asher
Shelia Deaton
R. Flarety
Lula Fugate
J. States
Gary Turner
Joyce Turner
Linda Watkins
Judy Bowling
Linda Dykes
Peggy Flaherty
Jeanette Fugate
Laura Hudson
Mary Strong
Sharon Strong
Wilma Arnold
K. Cockerham
Ann Congleton
B. Congleton
Lillie Phillips
Sandra Smith
Norma Stamper

Social Studies Majors

- Abner Ance
- Woodrow Ance
- David Cole
- Doug Fraley
- Jackie Gross
- Leonard Little
- Paul Mullins
- Shelton Roberts
- Karen Ross
- J. D. Sipple
- Steve Tipton
- Susan Back
- Robert Combs
- Tommy Haddix
- Mitchell Lockard
- Linda Terry

Literature Minors

All students except those in the Literature major section were also Literature minors.

CHAPTER III

THE RECREATION PROGRAM AND THE SPECIAL ACTIVITIES APPROACH

THE SPECIAL ACTIVITIES PROGRAM

One of the most unique and valuable aspects of the summer program was the development of the "special activities" approach to the utilization of non-class time blocks. The purpose of the summer program was to develop new approaches to standard problems. A "standard problem" in any summer school away from home, as with any camp program, is the determination of a recreation program. Non-class activity is by tradition highly organized. It is usually directed by physical education instructors and often involves the assigning of all students to teams. The teams play on a daily basis and the program builds on a league structure to some kind of a "play off" at the end of the program. The object is to fill time with healthy exercise and approved emotional outlets. The recreation program is not viewed as a continuation of the learning experience, as an opportunity to aid in the formation of a "more complete" personality.

There was a great temptation in the planning of non-class activity to follow the "safe" course and have a traditional program of athletic team character. In fact, the team lists were made up and ready for distribution. The decision to scrap the traditional program was made at the very last minute and it took four days of chaos[1] to replace it with the "special activities" approach.

[1] At best, when one brings one hundred fourteen year-olds out of mountain poverty into college dormitories, 98% of whom have never before been away from home, it is reasonable to expect a few days of chaos without regard to the type of programming used.

The behavorial theory behind the "special activities" approach may be stated in the following way: the disadvantaged child is assumed to lack the variety of personal experience that forms a necessary background to creative learning and personal openness. He must make decisions based on a narrow range of personal experience. He views knowledge from the same narrow base. His ability to relate to and work within the world outside this base is quite low. The special activities approach seeks to supply the child with a "stock of sensations" to draw upon as he encounters knowledge and seeks to make it personally relevant. The young person is involved in a wide program, all elements of which provide new personal experiences.

This past summer Centre College was also running a National Science Foundation program for tenth and eleventh grade young people, most of whom came from middle class urban backgrounds. The NSF program is a high level summer school experience for bright students. Its approach to both teaching and recreation is "solid and traditional." It is not the purpose of the NSF program to experiment in the recreational area. The presence of the NSF program provided a unique opportunity to contrast, so far as that is possible, the differential effect of the special activities approach with the traditional approach at work with two groups of bright young people at the same time and at the same place. The differential effects as set out in this report must be the result of a subjective evaluative process, there being no way to make the contrast truly objective.

The evolution of the special activities approach can be traced through the coverage of these activities in the student newspaper, The Beaver and the Bear, which was itself a part of the approach. Copies of almost all the issues of the paper, as well as a copy of one of the two issues of an "underground" publication and some other material appear at the end of this section.

Briefly, the special activities approach denies the validity of the athletic-department approach to the programming of non-class time blocks. It stresses small-group co-ed activity wherein human relationships can develop. It develops a choice situation and leads the student to a responsible use of the freedom to choose. The approach is much more directive than is apparent to the untrained eye. The object is to create a situation which is perceived by the student to be free and unstructured.

The special activities approach was implemented in the following way: The undergraduate counselors would meet daily with the program director, usually for 20 minutes at the end of the lunch hour. At that time they along with the director settled the details of that afternoon's activities and fomulated future activities. The nature of the future activities was made known through the newspaper. The greatest problem in special activities programming came in the area of transportation. The need was for approximately 6 cars daily and 2 busses.

The next phase of the implementation started at 3:30 in the afternoon when teams of undergraduate counselors would "round up" groups of students, usually about ten students to a group, with six groups being formed. The "round up" was the heart of the approach. The students knew about what was to be offered and were, in a sense, sold on an activity by a counselor. They were to feel "wanted" and often ended up in a "pull" between the two groups. The end result was that, for the most part, each afternoon or evening was occupied in some small-group activity under the personal direction of a counselor.

In many ways, what was attempted by the special activities approach was a duplication of the social freedom experienced by the college freshman. The critical difference lies in the presence of leadership and in the greater range of activities offered.

A special activity, then, is a small group of invited young people who are together under responsible leadership to do something together which will permit them all to get to know each other better and to talk about things of significance to them. It is not a group which is exclusive or which will continue past the day of its formation. A none-exhaustive list of special activities follows:

A. Golf Driving Range
B. Swim at Community Pool
C. Swim at Private Beach at local lake
D. Billiards
E. "Pick-up" Basketball
F. "Pick-up" Volleyball
G. "Pick-up" Softball
H. Trips to Local FAIR AND HORSE SHOW
I. Bowling (very popular)
J. Newspaper(daily staff changes)
K. Radio Station
L. Seminar on Civil War
M. Seminar on Modern Music
N. Seminar on Astronomy
O. Sunday Morning Church
P. Chess Games

In addition to the special activity program, there was ample opportunity for undirected recreational activity.

Supplementing the special activity approach was the special event. The special event is a traditional recreational activity, such as a bus trip to some interesting event or place. The program included two such trips. One to Bardstown, Kentucky to The Stephen Foster Story and the other to Mammoth Cave National Park. These events were useful, but do not stand out as particularly significant. Dances are another kind of special event that is traditional in nature; however, dances are not usual with the fourteen year-old age group, and even less known to mountain youth. Following the "stimulation approach", the program had three Friday night dances, each with the same rock and roll band. It is impossible to describe the impact that these dances had on the young people. Almost all participated and all learned quite quickly how to do the unfamiliar steps. It is in this area that the contrast with the NSF program is high. The NSF young people did not seem able to forget their consciousness of self. They were quite "stiff" at social events. The Project students, who were "stiff" at the start, very quickly found a natural ease and enjoyed an unaccustomed freedom. They reached out to NSF by inviting them to our dances, but few came. It is difficult to know how to put it, but the spirit of the two programs was much different. A part of the difference can be laid to the special activities approach.

The special activities approach is an expensive operation when contrasted with the traditional approach. The guideline for budgeting on special activities, when dealing with a group of about 100 students, is one dollar per day per student. Budgeting for the traditional approach, $700.00 was estimated. Budgeting for special activities raised the actual cost to approximately $1,650.00.

In conclusion, it may be said that the special activities approach made a large contribution to the task of rapidly advancing the Project Opportunity students to a position of social development equal to, if not beyond, that attained by their middle class urban peers. A warning is, however, in order at this point. Not all observers will understand that leadership is present. The appearance of undirected and uncontrolled freedom will cause significant uneasyness among some observers. In fact, it may be said as a generalization, that the whole unstructured approach, which creativity demands, will be viewed, not as an opportunity for personal or professional development, but as a failure to plan carefully.

DOCUMENTS OF THE SPECIAL ACTIVITIES PROGRAM

Friday 21 of July
THE BEAVER AND THE BEAR
Vol. I No. 2

"PROJECT OPPO"

The Very Late Afternoon Edition of
the Student Paper

!!!!!!!!!!!!!!!!!!!! LIVE COMBO TONIGHT !!!!!!!!!!!!!!!!!!
BOWLING TOMORROW AFTERNOON
BARDSTOWN TRIP TOMORROW NIGHT
rest rest oh blessed rest on SUNDAY

The "Soul Sensashuns" will be in Yerkes' Basement tonight starting at 8 P.M. Marshall Bond will be there. Hours for the evening will be as set, that is "all quiet" ½ hour after the close of the dance. You will sign on in the dorms as soon as possible after the end of the dance, not more than ten minutes later.

The bowling party will leave by bus from the dorms at 1:15 on Saturday to return at 3:00. If you do not bowl, or do not care to bowl, come along and spectate !!!!!!!!

We welcome into the Program this Monday 4 great, new, and well rested counselors....who are, from left to right, Nancy Combs, Jana Marks, Danny Parrish and Tony Livoti. They are very social in this place and are to help you with all things non-academic.

The Bardstown trip will leave at 6:15 Saturday evening. Look good for this trip, a little like Sunday.

We all welcome back to the College Monnie Watkins.

NEW THINGS IN GENERAL:

1. A bus will go to the pool at 3:15 to return at 5:30 on Monday through Thursday.

2. Starting on Monday the library will not be open on Wednesday evening.

3. Mr. Jack May, who has long had an active interest in young people, will be here on Tuesday evening at 7:30, with telescope, to talk about astronomy. Meet in Yerkes Parlor. Mr. Nelson, who is also interested in young people, will be there!!!!!

Sunday 23 of July

THE BEAVER AND THE BEAR

Vol. I

No. 3

"PROJECT OPPO NEWS"

The Very Late Afternoon Edition

EDITORIAL

Hell Week: That Was the Week That Was

To whom it may concern- Hell Week is over. For the past seven days, ninety-nine project students have been subjected to every kind of torture known to the human race. To put it literally- we've been through Hell!

But thanks to those "swingin" guys and "with it" counselors like Burke and Weber and the undergraduates who help them, we have lived on and on and on. With the help of the Soul Sensashuns, we shall continue!!!

Confidentially, for those of you who have thought of going home---FORGET IT. This place is looking up and going up!! Stick with it, and if you need help, tune in to W M O C.

Betty Bach
Kathy Russell
Monnie Watkins
Jennifer Lovely

WHAT'S TO DO

We will go bowling this Tuesday at 5:45. All interested eat early. Tuesday evening Jack May will be here with his telescope etc. at 7:30.

Free swim this Thursday. More later on our ever expanding social program

Monday 24 of July

The Beaver and the Bear

Vol. II "Project Oppo News" No. 1

The Very Late Afternoon Edition

EDITORIAL

Well, here we are already beginning the second week of classes. It seems that after one week of classes opinions of the program have changed. If anyone wants to go home now, just stick with it for two more weeks. After all, we've been through hell week, so what could be worse?

It seems that the Life Career Game will be a lot of work, but we think that it will be very interesting particularly if you do your best. More to come on student reaction to the Game. Give your views to one of us so that we may pass them on.

Ira Clemons
Darrell Taulbee
Larry Hensley
Alfred Groww

/NEWSFLASHES/

The stargazers will meet tonight with Mr. Nelson in the parlor of Yerkes at 7:30. Mr. May will be unable to attend tonight, but will be here next Tuesday evening.

BOWLING will be available FREE from 6:00-8:00 tomorrow evening. The bus will leave from the dorms at about 6:00.***

SWIMMING is available everyday. The bus leaves at 3:15 and returns at 5:30. Today the bus found not one of us with suit in hand. SWIMMING will be FREE on Wednesday and Thursday.

***
Just a special note about BOWLING. It will be available at the same time and at the same attractive price on Wednesday for those who cannot go on Tuesday!!!

THE NEW SOCIAL DIRECTORS ARE MOVING IN ON US. MR. RON PADGETT AND MR. DANNY PARRISH WILL BE IN YERKES AND MR. TONY VAVONI WILL BE IN EVANS.

FLASH FLASH FLASH------Christina Jewell will be back tonight or tomorrow!!!!!!

Tuesday 25 of July

THE BEAVER AND THE BEAR
"PROJECT OPPO NEWS"

VOL. II No. 2

The Very Late Afternoon Edition

NEWS

Those interested in astronomy are asked to meet with Mr. Nelson at 8:15 tonight in the parlor of Yerkes.

You all know, no doubt, of the work that your crew of social directors has already done: Ping Pong on the basement level of Yerkes, Volley-ball and horseshoes behind Yerkes.

Your school superintendents will be on campus tomorrow, as will Mr. Cook, principal of Lee County High School.

Work is being done on the band situation, and you may expect real news on this subject very shortly.

VERY BIG NEWS

ON WEDNESDAY, AUGUST 2ND, YOU HAVE A CHOICE BETWEEN

GOING TO SEE THE REDS PLAY ATLANTA
OR
GOING TO MAMMOTH CAVE NATIONAL PARK

BOWLING BOTH TONIGHT AND TOMORROW NIGHT. WE HOPE THAT THE BUS DRIVER REMEMBERS TO COME; however, we will be there at 6:00 for the bus!!!!!

EDITORIAL

A Woman's View on The Career Game

A petition has been drawn up to express our dislike for the Career Game. We plan to present this petition to our faculty, with the hope that they will unbind us from our chains of displeasure. We realize that this game is a great cost to Project Opp., but we, as individuals, see no real goal in sight.

This is an expression of just a few of us, but we feel that the problem must be brought to attention, so that we, as a whole, may decide on the verdict.

Thank you,
Judy Bowling
and
Joyce Hudson

Wednesday 26 of July
THE BEAVER AND THE BEAR
"PROJECT OPPO NEWS"
Vol. II No. 3

THE VERY LATE AFTERNOON NEWS

EDITORIAL

As Project Opportunity students, we would like to express our opinions concerning the Life Career Game. We have found it to be educational, that is it has helped us to see, as we identify with the Project student, Karen, how important what we do now can be to us all our lives. We have new views of life, new ideas about the possible.

To the people who are thinking about getting up a petition to countermand this class, we feel that you should not do this. Many also say that the class is taking all of their free time. We feel that this problem can be solved through better planning.

J. D. Sipple
Steve Tipton

NEWS

THE BAND WILL BE HERE THIS FRIDAY AND NEXT
THE BAND WILL BE HERE THIS FRIDAY AND NEXT

WHAT ELSE IS NEWS??

Thursday 27 of July

THE BEAVER AND THE BEAR
Vol. II "Project Oppo News" No. 4

THE VERY VERY LATE AFTERNOON EDITION

EDITORIAL

Due to the fact that all the Project students are so occupied, the Editor finds himself without a student editorial. I might tell you that Miss Dorothy Bunyan, Associate Director, Project Opportunity, was very happy with what she saw of your work in class and in the game. Mr. Cook, Principal of Lee County High School, who has been visiting the Project program for the past two days, was also impressed with the level of work he saw you doing. You know how we staff people feel about your work---

WELL DONE!!!!!!!!!!!!!

NEWS

John Frazer was taken home today by Mr. Upshaw. His problem was diagnosed as pneumonia by Dr. Rothrock.

For the Wednesday trips, we will leave as follows:

Cave trip--------8:00 a.m.
Reds trip--------2:00 p.m.

DO NOT FORGET THE BAND TOMORROW.

Friday 28 of July

THE BEAVER AND THE BEAR
Vol. II "Project Oppo News" No. 5

The Late Afternoon News

EDITORIAL

I suppose that it is only fair that you should know something about the significance of the title, THE BEAVER AND THE BEAR, and since we are once again without a student editorial, I will indulge myself if not my readers, with a bit of history concerning these two worthy animals, Mr. Beaver and Mr. Bear. We are all well aware of the many admirable qualities associated with the Beaver. One likes to be thought of as "busy as a ---" and as "industrious as a ----," but we also note that the Beaver is a builder, His industry and constant occupation pays off. Now, what can be said of the Bear? For industry and hard work he is not known. He has been known to make a spectacle of himself, by, for example, dancing in fairs and other places. Bears also tear down what others build up. Are some of us then beavers and others bears, or is one county a bear and another a beaver? No, nothing so simple. We all, as you might guess, have ample portions of each in us and, as you also might guess, Project Oppo is a beaver-training program for suppressed bears. So much for so much.

NEWS

We all know what will happen tonight, right? Tomorrow, barring rain, will follow this schedule:

MORNING-----Softball practice and team shape-up

NOON--------Picnic next to Dining Hall

AFTERNOON---Softball match between the NOWS and the THENS. All are expected to support a team if they do not play. We need CHEERLEADERS!!!!!!! Cheerleader tryouts during morning practice. See Miss Hills at 10:00 in Yerkes Parlor.

NIGHT-------We hope to have a SQUARE DANCE ON THE TENNIS COURTS. We have yet to have a firm commitment from a caller.

Marshall Bond asks that all those students who are going to the Perryville Battlefield attempt to attend a briefing session in Room 303 at 10:00 a.m. Saturday. This will be a regular Civil War class period.

THE BEAVER AND THE BEAR

Vol. III PROJECT OPPO No. 2

The very late afternoon edition of the news 1 August 67

MAMMOTH CAVE TRIP TOMORROW

The Project will go to Mammoth Cave tomorrow. Breakfast will be at the unheard of hour of 6:15 A.M. The buses will leave from the dorm area at 7:00 A.M. Lunch will be eaten in the cave. Tom Cockerham, David Hubbard, Geoff DeGraff, Janna Marks, Dan Omler, and the Burke family will go along with the Project Students.

EDITORIAL

Bill Burke: Our Man on Campus

Mr. Bill Burke is the Project Opportunity counselor from Breathitt County. All we Breathitt Countians admire him. If, in the next ten years, Centre receives entrance applications from some Breathitt Countians, it will be because Bill Burke got us here.

With this tribute to Bill Burke, and as our Centre stay nears an end, we wish to thank Bill Burke and to wish him many more years of counseling.

Betty Bach
Monnie Watkins
Jennifer Lovely
Kathy Russell

OTHER NEWS ITEMS

Softball with Ron Padgett for the boys tonight at 6:30. Janna Marks will conduct a kickball game for the girls at the same time. See Janna for where it meets.

Judge May will be in Yerkes Parlor at 7:30 tonight for the astronomy presentation.

Geoff DeGraff's music seminar will meet Thursday night. Details in tomorrow's B&B.

BIG DANCE FRIDAY NIGHT!!!!!!!!!!!EVERYONE COME!!!!!!!!!!!!

Counselors will rest tomorrow. (Ah!!)

DORMS WILL CLOSE TONIGHT AT 9:00 P.M. Get to sleep as soon as possible. You will need it. BREAKFAST AT 6:15 A.M. tomorrow morning.

QUESTION FOR TODAY: Will Bat-Dan be found ALIVE in the MAMMOTH CAVE??????????!!!!!!??

THE SWINGER AND THE SQUARE

Vol. I
No. 2

The Very Feeble Attempt at Humor 2 August

THE ADVENTURES OF BATDAN AND THE BOY WONDER

An Essay on Non-existentialism
by Jean-Paul Satire

Centre College is in an uproar. Student activities have gotten out of control. Project Counselors are drinking, dating, and having wild weekends in a wild state of euphoria. Who will end this licencious behavior? Who has the firm control over his emotions, the power of intellect so necessary in restoring order? Who will deaden the fun? Who else but our heroes--BATDAN and THE BOY WONDER?!?!

Our story opens as BATDAN comes roaring up to a Project party in his fabulous Batstang. He sidles up to the Catty Woman and, with a smooth and sleek Batline, asks her to dance. He begins his famous Batdance (which he learned from a computer at U.K.), and he soon has everyone's respect as a real swinger. Then, with his polished wit and conversation (which he also learned from a computer at U.K.), he exhibits for everyone's edification, the precision of his mind. He slyly preaches on the evils of emotions and unbridled fun.

In the meantime, THE BOY WONDER (the boy with all the answers) has joined the party, yelling sociably, "John Donne was screwed by logic." He ends the obscene dancing by slipping on a record of Nina Simone thumbing her nose at the world.

The dance becomes a lecture class, led by the Dynamic Duo--BATDAN precisely defining and redefining himself, THE BOY WONDER expounding on the whole world, while his head swells to illustrate his subject.

Soon BATDAN defines himself precisely into nothingness. Soon the BOY WONDER's head is jabbed by his bony knee and explodes with such force that Danville becomes a hole in the ground.

THE BEAVER AND THE BEAR

Vol. III The Poop on Oppo No. 3

The Very Late Edition 3 August

MUSIC SEMINAR TONIGHT

Geoff DeGraff will lead a very exciting seminar on Modern Music tonight at 8:00 in Yerkes Lounge. Illustrating the discussion will be works by Berstein, Bartok, Britten, and, if Geoff can be persuaded, the Mamas and the Papas.

BOWLING TONIGHT

All those wishing to go bowling tonight should meet in front of Yerkes dorm at 6:00.

The NSF dance will not swing as it might have swung. Why? We haven't been invited.

!!!!!!!!!!!!!!OUR BASH IS TOMORROW NIGHT!!!!!!!!!!!!

MUSIC BY THE SOUL SENSASHUNS
DANCING BY THE BEAVERS AND THE BEARS

HAPPY NEWS

No more questionnaires, at least for today.

STEPHEN COLLINS FOSTER

Stephen Collins Foster, American poet and composer was born July 4, 1826, at Lawrenceville, Pa. near Pittsburgh. He wrote 201 original songs and compositions; he arranged and translated more than a hundred other works. Many of his songs are so beloved and so widely sung, both in the United States and abroad, that they have passed into the realm of the folk songs of the world.

Foster's fame rests chiefly on his songs of the Negroes of the ante-bellum South. Old Folks at Home (sometimes called Way Down Upon the Sewanee River) was published in 1851. It immediately established Foster's reputation as a composer of songs with a nostalgic theme. Massa's In de Cold, Cold Ground (1852), My Old Kentucky Home (1853) and Old Black Joe (1860) portray the poignant despair of the slave. These four songs are Foster's greatest works.

Although the South plays a large part in Foster's songs, he had little personal knowledge of the region. With the exception of a steamboat trip to New Orleans, a boyhood trip to Louisville, and a possible trip to Bardstown, Kentucky, his entire life was spent in the North. His "Southern Melodies" were written in Pittsburgh and Cincinnati, largely for the so-called "black-face minstrel" shows. In this respect he joins another famous composer Dan D. Emmett author of "Dixie."

Additionally, Foster composed lighter music, the more well known of which include Oh! Susanna (1848), Camptown Races (1850) and Nelly Bly (1850). Other of his well known works are Old Dog Tray (1853), Jeannie with the Light Brown Hair (1854) and Beautiful Dreamer (1864). In all of these works, both the lyrics and the music are by Foster himself.

In the early 1860's Foster moved to New York City, where he spent the remainder of his life. During this period, an unhappy home life coupled with financial difficulties drove Foster to the excessive use of alcohol. He died at the age of 37 in Bellevue Hospital, New York City, on 13 January 1864, from injuries received in a fall. His remains are in the Allegheny Cemetery in Pittsburgh.

The tradition that Foster composed Old Folks at Home after having been inspired by the Sewanee River in Florida is false, inasmuch as he was never in Florida. To date (c. 1965) no reliable contemporary evidence has been found to support the claim that Foster wrote My Old Kentucky Home during a visit to "Federal Hill" in Bardstown in 1852.

For further information consult the card catalog in the Doherty Library.

CHAPTER IV

EXPERIMENTAL QUESTIONNAIRE AND DETAILED ANALYSIS

Analysis of Questionnaire Designed to Measure Immediate Impact of Program

90 Students Participating

It was felt that some effort should be made to make the students aware of the many changes which had taken place in their attitudes before they left Centre. The reasoning behind this objective was that awareness of change is critical to the consolidation of change. The method determined to accomplish this goal was directed introspection. The students were given a questionnaire and instructed to react to the questions as they would have before coming to Centre and as they would now at the end of the summer program.

Students were to select five out of the seventeen questions. The frequency of the response indicates how valuable a question may be as an index of change. The following is a breakdown of the number of responses by question and the type of response given:

Question	Number of Students Answering	No Change	Positive	Negative
7	57	0	53	4
6	53	3	45	5
4	49*	See Below		
9	49	0	14	35
16	38			
1	30			
13	28			
3	26			
2	24			
11	22			
55	21			
17	20			
10	14			
12	12			
8	9			
14	5			
15	4	0	4	0

*Before No: Now Yes: 22   Before No: Now No: 4
Before Yes: Now Yes: 17   Before Yes: Now No: 5

For purposes of this analysis only questions 7,6,4,9 and 15 are examined. They are significant by virtue of the very large or very small number of times they were selected. It is interesting to note that no child failed to consider which among the 17 questions he would answer. This was indicated by the fact that no paper contained answers to a simple one through five selection of questions. Also, most respondents took over 70 minutes to complete the exercise. They were deeply engrossed in spite of the fact that they were tired at the time and that the graduation exercise was to be on the following day.

PROJECT OPPORTUNITY QUESTIONNAIRE FOR STUDENTS

1. How would you react to an invitation to talk to a Centre professor about coming to the college?

2. Your school is going to expand its library facilities.

3. An invitation to attend a series of Saturday seminars on modern music?

4. How do you feel about going away to college in Pennsylvania? Before? Now?

5. How would you react to being asked to sign an honor code? What is an honor code?

6. How have your attitudes toward living in a dormitory changed?

7. How would you feel about working in a summer camp as a counselor to younger children?

8. What new responsibilities have you had to realize in 1) your personal behavior, 2) your academic work?

9. How would you react to changing high schools?

10. How would you react to being asked to read and interpret a poem? Write a paper?

11. Have your personal feelings about school changed?

12. Do you think of your classmates in a different way? Your teachers? Project Opportunity?

13. Do you feel that this summer has changed you in any way?

14. Have any of your immediate friends grown or matured during this summer? How?

15. Is there any connection between a stimulating social program and your academic work? Expand, please.

16. If you had $700 to spend would you rather take two class trips or buy equipment for your Biology lab, or split it equally among yourselves?

17. Are there more decisions to make than you thought? About what?

Analysis of Significant Questions

Question 7: How would you feel about working in a summer camp as a counselor to young children?

The high frequency of response and of positive response indicates that the role of counselor was clearly defined and positively projected by the Centre College students. In the selection of responses to this questionnaire reproduced at the end of this section, one gets the feeling that the young people appreciated the degree of responsibility involved. In fact, of those who did not care to be counselors, several felt the responsibility to be too great and for that reason rejected the role.

Question 6: How have your attitudes toward living in a dormitory changed?

Beyond question dormitory living was one of the most significant experiences that these young people had. The necessity for cooperation and trust imposed on the children by the realities of the dormitory did a great deal to build a team spirit where none had existed before. They recognized that they had a relationship with their peers that called for a responsible response and they gave that response. The dormitory provided a wide range of experience for these young people and was a powerful socializer. Learning to use it as such was one of the great challenges to the staff of the program.

Question 4: How do you feel about going away to a college in Pennsylvania? Before? Now?

This question and question nine both attempt to measure the same thing--what was the impact of this summer program on the mental mobility[1] of the participating young people? The impact on this aspect of the young people's attitude was high. A number of students rejected Pennsylvania for no reason connected with a fear of strangers or strange environments, but out of a belief that Kentucky colleges could serve them better.

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[1] Mental immobility is, generally, a result of vicinal isolati and exists when habits and other entrenched characteristics, such as an unwillingness or inability, or both to change ways of acting or thinking are present in the personality. In short, mental immobility is cultural inertia and is functionally related to vicinal isolation. Mental mobility is the opposite of these things and often exists because of culture contact. The summer program was "culture contact" of a high order for the young people involved. See the section titled "Special Activities" for a further development of this topic.

Question 9: How would you react to changing high schools? The weight here with **14** yes and 35 no would seem to argue against the analysis given for question 4; however, of those giving a no answer, many (10) did not want to lose the Project and would have been willing to make the jump if they could continue in the Project. Changing high schools is a large move and the response indicates a percentage of those willing that one suspects would rival that found in urban schools.

Question 15: Is there any connection between a stimulating social program and your academic work? Expand, please. It was felt that non-academic stimulation of a highly creative and varied nature was essential to the development of mental mobility, openness and intellectual participation in academic work. It is interesting to note that the students in general saw no connection significant enough between recreation and academic stimulation (even at the obvious level of general morale) to cause them to respond to this question. Since a large response might indicate a bias in favor of selecting this question in the expectation that such a response would lead to more social activities in the Project during the school year, a low selection here is difficult to interpret.

Project Opportunity Questionnaire for Students

(Selected Responses)

Question 1: How would you react to an invitation to talk to a Centre professor about coming to the college?

"If someone had asked me if I would like to talk to a Centre College professor about attending Centre before I came for three weeks, I would have jumped at the chance. I still feel the same way. I think Centre College is a place to get an education. I don't think I would have been quite as enthused about it then as I would be now."

"I would accept the invitation without hesitation. I would like to know what the College has to offer. He could probably give me a better look at the College than any catalog. He could probably tell me about the courses and the teachers. I would rather talk to a professor from a college, than to read a catalog or book of the college."

"I think I would enjoy talking to a Centre professor now. I would want to ask questions. I think now that I have been to Centre College I would talk to a professor more freely and would not be so nervous. I think it would be wonderful to have the experience to talk to a college professor about coming to college."

Question 2: Your school is going to expand its library facilities.

"Three weeks ago I would have been very happy for our library to expand. I like to read very much and expansion would mean more reading material. Now, I would more than ever like our library to expand. I've learned to use a library better and appreciate the library more."

"Before I visited Centre and saw their library I wouldn't have thought much about expanding the library. Now I think and wish our library could have these things."

"Before I wouldn't have cared whether the library increased or not, because I didn't use a library very much."

"Our school certainly could use a larger library."

"I think that this would be a very good idea. This summer has not changed my feelings in that respect. I have always enjoyed reading and so I would welcome this addition to our library. Of course the degree to which I would welcome this would depend upon the types of books and equipment to be added."

"Three weeks ago if someone had said, "L.C.H.S. is going to expand the library, I would have cared very little. Now, after having the chance to use a good library I have changed. I now realize what equipped library can mean to a student. It can acquaint you with different explanations to things that confronted you in class. And as a bonus there are very many interesting magazines."

Question 3: An invitation to attend a series of Saturday Seminars on modern music?

"Before I came to Centre this summer, I would have jumped at the idea. Everyone likes modern music. Now, I had rather have classical music for a seminar. I have been going to the church with Cecille to play the pipe organ and now I had rather hear classical. She only played semi-classical but that still beats modern music to pieces. Modern music has a good beat and an easy tune to remember. Classical music can be remembered only in short phrases."

"An invitation to attend a series of Saturday Seminars on modern music? I am really interested in having music seminars. Modern music has rhythm, beat, melody, sometimes counterpoint, etc., but I prefer classical music. My main interest would be to have seminars on theory, history, and etc. or classical music."

"Had I been asked to attend Saturday Seminars on modern music before summer school, I more than likely would have hesitated. But after meeting and rubbing shoulders with a maniac like Geoff DeGraff on modern music I've developed a liking for modern music."

Question 4: How would you feel about going away to a college in Pennsylvania?

"Before I attended Centre for three weeks if someone asked me if I would like to go to college in Pennsylvania, I would have said "no thanks I'll stay close to home." But now I would consider going away to college. I believe if I can stay away from home three weeks I could surely stay and go to school."

"Prior to my coming here, had I been asked if I desired to attend a college program in Pennsylvania I probably would not have accepted. Now, after having experienced three weeks of college life here I feel I would accept. If the type of enjoyment and education I received here is any indication of what that Pennsylvania college would be like, I'm all for it."

"I really like living on campus. It would be great to go to Pennsylvania."

"It would be a privilege to be selected for a program of that sort. To be able to work in college facilities and on a college level."

"Before I would of said that is too far from home and I don't think I would like it there. Now I think I might like to go. You may say why? Well because when I am not at home I have many experiences of which one needs to grow up. These experiences I might not of had otherwise."

"Before I came down here I wouldn't have wanted to go that far off to college, because I felt before I would be out of place with the kids from Pennsylvania andaround other states. Now I would love to go there because since I have been down here I have learned a lot about people and I can fit myself in with them and enjoy the things they enjoy."

"Before I came I would have likedto but now Ifeel I should stay in Kentucky. Our college enrollment is already rated low, so if more of the college students would stay in Kentucky our enrollment would increase."

"I think Pennsylvania is too far away from home, but as I get older my mind might change."

Question 4: Continued

"I think if I like the state of Pennsylvania I would like to go there to school. I think I would be more satisfied now that I have come to Centre College."

"I think I would have considered going to Pennsylvania. After coming to Centre I think small colleges are better equipped and the teachers aren't so loaded down with students that it is impossible to give individual help. Pennsylvania would probably have large colleges so now I would shop around for other colleges. I do think that going out of state would be better but not Pennsylvania."

Question 5: How would you react to being asked to sign an honor code? What is an honor code?

"We have an honor code at my school and I believe it is a very good policy. I like the feeling that teachers trust you."

"I would be very glad to see an honor code. It shows trust and yet you can feel your belongings are safe. It puts the responsibility on us, which is very good."

"I am glad this question was included in our questionnaire. An honor code is something not many people know about but is the basis for straightforward, honest people. I, myself, would be humbly grateful that I was considered trustworthy enough to sign an honor code. An honor code is a code set forward so you do things honestly without cheating or harming your classmates, friends, or teachers, and your conscience is your guide."

"I think it would be a good idea in most secondary and college level school systems."

"I think its a great idea, but not very practical. There are a few that have no idea of the meaning of honesty. They've cheated during the year, and during the session and I don't believe an honor code would stop them."

Question 6: How have your attitudes toward living in a dormitory changed?

"My attitudes toward dorm life have taken a change for the better since my stay at Centre. Everybody in my dorm has been exceptionally patient and understanding although we have had to obey college hours and regulations. I think dorm living has taught me to be more cooperative with people and understand them more."

"I used to think living in a dorm would be luxury and fun, but now I find that it is a big responsibility, trying to keep your room clean, clothes clean and to get your lessons and sleep."

"My attitude toward living in a dormitory have changed greatly. I have learned you have to be courteous toward other kids living on the same floor with you. I have to obey the quiet hours because I might not be studying but others may be studying. I have to be responsible for the damage of the room and how I should take care of them. It is great fun living in a dormitory so I have learned how to appreciate it."

"I think dorm life is fun as long as you don't have much studying to do. But if I was a college student, I feel I couldn't do much studying for all of the noise that goes on in the dorm. I also feel that if I was a college student other students would feel the same way as I do and would be more quiet."

"Before I thought that a dorm was just another place to have a big time, but I learned differently when they carried out the definite dorm restrictions. Though my attitude toward these dorm counselors hasn't changed."

"Before I thought that living in a dormitory wouldn't be much of a life. To be away from one's parents, brothers, and sisters would make one very sad. Now I see that it is an exciting life. It gives one a chance to go on his own for the first time. One has to make many decisions on when to go to bed, how to spend one's money and other important things that normally one would not be able to decide on."

"Before I came down, I didn't think I liked living in dorms. I thought that it would bring more troubles on me. Now I like to live in dorms. What I thought was troubles turned out to be responsibilities which I enjoy."

"I wasn't sure if I would like living with so many people all in one building. Now I like it. There are many advantages to be found by living in a dormitory. It is really exciting and it teaches you to get along with people."

Question 6: Continued

"Before I came here, I thought that dorm life was going to be rough with very strictly enforced rules. Now I know that this is not so. There are rules, but if you break one minor one, you are not exactly a condemned person. The counselors are more understanding and less strict than I had expected."

"Before I had my doubts about living in dormitories with other girls my own age. But now I like it very much. I find its fun to be with a group just your own age."

"Three weeks ago I thought that living in a dormitory would be a lot of fun and that all of us would get along just fine. Its been fun living in a dorm and to live with other girls, but I know that there is a lot of arguments and differences between us. You have to learn to get along with everybody and to look over some of their doings."

Question 7: How would you feel about working in a summer camp as a counselor to younger children?

"If the children I counseled felt or learned to feel toward me as I feel toward my counselors it would be quite an experience."

"I feel I would like this because I could have authority over someone."

"I really would enjoy being a counselor to younger children. I love children and enjoy helping them and I hope if I ever get to be a counselor that I can help the kids as much as my counselors have me this summer."

"I would like to work as a counselor very much. I have learned how to teach better by studying my teacher as well as my lesson."

"Before I came to Centre I would have liked very much to be a counselor for younger children. Now I would like more than ever to be able to boss people, give calldowns and yell "quiet hours" to the top of my lungs."

Question 8: What new responsibilities have you had to realize in 1) your personal behavior, 2) your academic behavior?

"I have learned to obey the rules of the college and to accept the homework without problems."

"1) Your personal behavior has to be composed and civilized or people won't trust you and they'll think of you as a fool. 2) your academic work, how good you do it, reflects your attitude, and how you do things in actual life."

"In my personal activities I've learned you can't always do what you want but what's good for you. I've also learned that an education is the most important thing in my life."

"This summer I've learned that a person has to learn to live with himself before anyone else can, and also you have to have self-discipline. I've learned in my academic work it's hard work. You just can't do something hap hazardly."

Question 9: How would you react to changing high schools?

"It would be an exciting adventure of meeting new friends. I like living where I live--it is a small town and it is beautiful there (if you like thebeauty of nature.)

"I think that changing high schools would be very challenging. I wouldn't mind it because I enjoy meeting people and hearing new ideas."

"Before I would really have dreaded it but now after meeting new boys and girls from Lee County I found that people are a lot alike all over and I could find friends at any other school so I wouldn't mind it so much."

"I wouldn't want to change schools and have to get used to everything all over again."

"Now I wouldn't mind if I had to change schools because I would like to meet new people and find out how they do their activities differently."

Question 10: How would you react to being asked to read and interpret a poem? Write a paper?

"Before I probably wouldn't have attempted to interpret some of the poems that I have tried to interpret in lit. class but now I think I understand that these so called difficult poems aren't so difficult after all but my attitude toward writing hasn't changed."

"Before I came to Centre I wouldn't have had enough confidence in myself to have read and interpreted a poem or story. Now, with my newly gained knowledge about interpretations of poems and stories I feel I could do a good job, because I have learned to interpret things by looking at them from different points."

"Three weeks ago I would hate to interpret a poem or write a paper. But now, since I've been interpreting some poems and writing papers I wouldn't mind a bit. I guess the reason I wouldn't mind interpreting a poem is that now that I've done it it seems like fun to try to understand and find out exactly what the author means. I wouldn't mind writing a paper now because now I know how to write one."

Question 11: Have your personal feelings about school changed?

"Before I came down I didn't care a thing about school. Now that I've been down here I've realized that you must have an education to do anything in life."

"I think I now have school in a more true perspective. I put more value on it and plan to give it more. I also realize the need for good grades."

"Yes, my personal feelings about school have changed. I liked school but I didn't enjoy it very much. Now I think it will be more fun and mean more to me since this trip."

"I think my personal feelings about school have changed. Before I thought school was only a place where you got grades and teachers fussed at you for not having your homework. If our classes at our school could be like these we have here I feel I could really learn more. The classes here were so relaxed, you could really say what you really felt about things."

"Yes my personal feelings about school have changed because I think after coming here I want to do more on my own and do all I can in school when it starts again."

"Yes, because I like the way we studied in biology, we didn't do like this in Breathitt. I like changes."

"Before I had to do work for a grade. Now I think of it as for my own personal good."

"Before I didn't like school very much because of all the papers and work we had to do. There wasn't very much fun going on. Now I have learned to have fun and start on our term papers early and do your work by a schedule."

"Yes, I wished we could study like we did in biology. It was a lot of fun to not have a teacher standing over you every minute."

"Yes, I do not mind working so much now. I am anxious to try out the things I have learned in summer school on my teachers."

Question 12: Do you think of your classmates in a different way? Your teachers? Project Opportunity?

"Yes I think of my classmates in a different way because some that were my classmates I'd never gotten to know as well as I do now. And some I had already formed an opinion of I have had to change these opinions."

"I didn't think much of my classmates before coming down here. Now I think of them as someone to exchange ideas with and learn more with. I thought teachers were only working for their pay checks. Down here they really care if you learn. Project Opportunity means to me now, an opportunity to live and learn that otherwise I wouldn't have had."

"The only thing that strikes me funny is J.D.'s behavior. He used to be very destructive, but since he's been here he hasn't destroyed a thing purposely."

"Yes, I do. I know the people much better and I understand them better. This is, I feel, the main thing I have learned this summer--understanding people better."

Question 13: Do you feel this summer has changed you any way?

"Summer school has matured me by showing me I can live independently away from home, parents and brothers. It has made me realize that this type of life is not a bed or roses, hardly. For one thing one must govern his financial assets somewhat better than he did before. This summer experience was Great!!!!!

"Yes, it has helped me to accept more responsibility. And to depend on myself because there wasn't anyone else."

"Before I liked school pretty well. But now I like it very much. I want to go to college because I like college life and living in dormitories. I've enjoyed my stay here at Centre College very much."

"I have found out what college life is like. I have found what dorm life is like also. Also, the different classes."

Question 14: Have any of your friends grown or matured during this summer? How?

"My friends and I have almost never been away from home, so this is a good lesson of how real college life will be and it has helped us mature. The experiences we have had here have matured us, also."

"I do think of some of my classmates in a different sense. Many of them are not quite what I thought they were. They seem to have lost control of themselves. They were overboard with look how big I am impression. Others though have taken responsibility like I didn't think they could."

Question 15: Is there any connection between a stimulating social program and your academic work? Expand, please.

"I feel that a social program and an academic program go together. I feel that this has been shown this summer."

"Yes, if you have a satisfactory social program, I feel you'll do better in your academic program work. I think to do well, it requires an equal balance of each."

Question 16: If you had $700 to spend would you rather take two class trips or buy equipment for your biology lab, or split it equally among yourselves?

"I think we should take class trips because some kids otherwise wouldn't have the opportunity to get the experience. Before coming down here I would have probably made a motion to split the money equally. But now I'd rather take the trips."

"Before I came to Centre if we had $700 I would have picked to go on two class trips. My choice was because it would be fun for all. But now I believe I would choose to buy equipment for the Biology lab. After seeing Centre's lab, I realize it would be more educational."

"If I had $700, I think I would have bought Biology equipment. The equipment lasts over and over through the years. This way the people following you could use it. I would have thought this before and after the trip."

Question 17: Are there more decisions to make than you thought? About what?

"Yes, I have decisions to make about my life. What do I want to do? Do I want to go to college? Will I ever marry? Do I want children when I marry? Should I finish high school? Where do I plan to go to college, if I decide to go? There are so many decisions I have to make, I just can't begin to think of them all."

"I found out that now is the time to start making decisions about my college education and my life career. Before I came I thought I had plenty of time to make up my mind but now I know I have to start working toward whatever I decide to do. College requirements are really stiff and if I'm going to meet those requirements I have to work for them now."

CHAPTER V

REPORT ON THE DANVILLE UNIVERSITY PROGRAM

INTRODUCTORY NOTE

The Danville University Program was developed following the Project Opportunity summer program and served as a test of one of the basic approaches, developed in that program. Of all that was accomplished during the summer program, the single aspect that stands out as most immediately applicable to secondary education throughout the land is the use of college undergraduates as leaders of seminars for high-school students. The summer program demonstrated that undergraduates are quite effective as leaders of college-level seminars on topics that are quite difficult. The following report indicates what this approach achieved when used in Danville with a group of "advantaged" high-school students. It was my observation that in many ways the intellectual poverty of the advantaged young person is more difficult to overcome than was that of the disadvantaged young person.

The Danville University Program was in no way connected with Project Opportunity. It was and is an officially recognized semi-curricular program of the College. The seminars offered were designed by undergraduates in consultation with the faculty. The program was given recognition by the faculty of Danville High School and by the Danville Board of Education. Financially, the program is self-supporting. A new "curriculum" will be offered by the "University" in the fall of 1968. It will include in addition to the areas of study offered during this past academic year seminars in computer-mathematics-and-logic, the theory of music, and chemistry (qualitative analysis).

The following account of the DUP was prepared for the College and is, to a degree, repetitive of some of the points made in previous chapters. The section of this chapter dealing with the impact of the seminar approach on the seminar leader, the undergraduate, is important and has not figured in any of the commentary in previous chapters.

BACKGROUND

It is important to an understanding of the Danville "University Program" that it not be viewed in isolation. The program is but the latest in a series of experiments aimed at testing the hypothesis that learning is most significant where the students are active participants, rather than passive participants. In my report on the Project Opportunity Summer Program to the Ford Foundation and to The Southern Association of Colleges and Schools I have called this notion the Directed Participation Approach.

The idea that involved students are able to learn more is a common notion; however, it is far from common to find students who are involved. It appears to require more than we have yet been able to do by way of involvement through seminars and undergraduate research. The experiments thus far run have all been attempts to find curricular and co-curricular programs which are capable of generating the involvement which I believe to be necessary to excellence in liberal undergraduate education.

The specific approach to creating a situation in which involvement can take place which was embodied in the University Program, that of having undergraduates lead seminars for secondary-level students, has now had its third test, and I feel that certain conclusions, some tentative and others not so tentative, can now be drawn. These will be presented in the section of this report titled "General Conclusions."

The three test situations will now be briefly described:

1. During the fall and spring of last year 10 Centre students led seminars for 9th grade students in Lee and Breathitt Counties. Two situations existed during this test. In one county the undergraduates were closely supervised by high-school teachers and in the other there was no teacher supervision. The subjects taught were English, math and political science.

2. The information generated by the seminar program was used in the design of a program held at Centre last summer. The program involved 14 undergraduates, only 3 of whom had participated in the first test. The studentstaught were the same as those who participated in the first test. A detailed report of the summer program was prepared.

3. Based on the experience gained during the summer program, a program for Danville High School students was developed. 60 high-school students participated strongly in the program out of the 71 who enrolled. There were 15 Centre students working in the program. Of the 15, only 2 had participated in a previous program.

Thirty-four different Centre students have participated in at least one of the three programs. The first two programs were carried out under Project Opportunity and the last was a Centre and Danville High School undertaking.

GENERAL CONCLUSIONS

1. From the point of view of the secondary-level students who have participated, the seminars have been successful. The only objective measure of success available at this time, attendance and a desire on the part of the high-school students to continue in the program, indicates that this is so. It is well known that high-school students do not express themselves to adults, and particularly not to their parents. Continuing and growing participation in the program will be the only measure we have of the success of the Danville program for some time to come. Sixty DHS students out of an original 71 desire to continue. None of those who participated in the program through the half-way mark then dropped. All who

participated through the half-way mark have indicated a desire to participate in a spring program if such a program is offered.

2. From the first point, I conclude that the approach taken by the seminar leaders was essentially correct. There were ten seminars and, so far as I observed, ten different approaches to the basic approach. The seminar leaders were asked to conduct their groups in any way which would lead their students to creative levels of thought. In short, the seminar leaders were asked to cause their students to think deeply about the material presented. The students were to communicate in both written and oral form the results of their efforts. The high school students have had almost no opportunity in their high school experience to do what we are asking them to do. I take from their continued interest in the program that they found this an exciting experience. The program attempts to cause the students to think at unaccustomed levels.

3. The Centre students, without exception, found the experience stimulating and challenging. Most of the students (undergraduates) who have participated in any of the three programs have had this reaction. In the section of this report titled "Impact on the Undergraduate" I will attempt to set forth some of the reasons for this reaction as well as what I believe this all adds up to in terms of its impact on the individual undergraduate.

4. Based on my experience with the three programs, I have been led to the conclusion, no longer tentative, that one of the most potentially exciting and significant aspects of liberal undergraduate education could come through a deep involvement of college students in the process of education at the lower levels. It is my feeling at this time that this involvement could extend as far down as the 7th grade.

IMPACT ON THE UNDERGRADUATE

To oversimplify, there are two ways of life. One is active with reference to personal growth (self-actualizing) and the other is passive. The passive individual may be acted upon by external forces and caused to move, but to no greater degree than the cultural circumstances judge to be "necessary". On the other hand, the active person is in a constant state of reaction and growth. Such a person is not the same from day to day. He seeks disequilibrating encouter from life and such encounter is his life style. The encounters come from three sources: from his interaction with others, from his interaction with media of communication, and from his interaction with himself. All levels of interaction are viewed as creative, productive of ideas, and are seen as requiring further action and reaction. These people experience the process of becoming and they find it exciting, but to what end? The end that is shared, stated in its most general form, is a faith or supposition that the condition of man is in some way "perfectable". How does one become self-actualizing' Many have the potential for self-actualization, but never develop it. Others have it in active form from their early years. Others may be unable to comprehend the concept. It is my contention that liberal education is a process whereby this rich potential is made real for all those with the capacity for such a life.

I assume that many of the students in the better undergraduate liberal arts colleges in the country possess the potential for the self-actualizing way of life, but that most leave college with their potential not only undeveloped, but diminished. That is to say, they do not leave college with a well developed sense of purpose. Beyond their persons there is no purpose. Philosophically, they are when they leave much as they were when they came.

There has been no liberation. For this reason I have elsewhere termed undergraduate education "the undefined product". The four years spent have purchased nothing worth the name LIBERAL EDUCATION In other words, the graduate either has no more perception of the existential questions upon leaving than he had upon entrance, or worse, he has no experience at all with this level of being. He cannot in either case comprehend the relevance of self-actualization. From my point of view the critical question must be, why is this so?

I will attempt a partial answer and then a partial solution.

As I view the process of higher education it is a two level affair. One learns what is thought and how to think, and the two together are but one part. The second part of the process involves a growth of self to the point that thinking about what is thought becomes essential. It becomes essential because of the realization that there is a question in need of an answer. The question: What meaning transcending myself can my being possibly have? To ask the question is to be an individual in the process of becoming, to be self-actualizing. The usual liberal arts curriculum, when it is very good, will achieve in its students a condition in which thinking is done in a disciplined way. The students will also know what is thought. But the student is not led, much less required, to develop a personal philosophy which can give to the thinking and the learning meaning. We hear much in the literature of education for liberal ends about the value of a liberal education, but for all that we produce students for whom thinking and the accumulated learning has little relevance beyond preparing them for success in a narrow and static rather than an expanding and growing view of life.

I think that a great deal of the unrest among students is to be explained by the inability of our colleges to articulate relevant goals. We do not, it seems, attempt to stand for anything which will give transcendent meaning to the work we and the students do. We could say to our students that our work together will prepare you for your future professional work, but moreover, we are concerned that you have a deep understanding of social process. We are educating you so that no matter what your profession the ultimate and overriding application of your life's work will be in the reformation of community. Can you imagaine a college which said (and actually meant it) that the call to service and the fitting of its students for effective service was the aim of its liberal education? This would be a college which set out to aid in the reformation of its own community and which, as a central part of its curriculum, developed and exported through its graduates and in other ways techniques of reformation. Embodied in its students would be a philosophy of scholarship which holds that the ability to think brings with it the imperative to reform.

Now, as to the impact of the experimental programs on the Centre students, I believe that:

1. They all feel that to make of secondary education something which it was not for them is a very exciting undertaking.

2. Many of them related to me their excitement at seeing a young person catch fire in their classes and thereby become something beyond what he was.

3. They find the challenge of teaching a high experience and a high responsibility.

4. They find in what they are doing a socially productive application of their disciplined powers and of their accumulated knowledge.

5. They find that the experiences closes the distance between themselves and the teaching scholars who are the faculty.

6. They find in this activity a realized aspect to balance the as yet unrealized potential for service beyond themselves.

7. They are excited by the vision that what they are doing thousands of other college students across the land could someday be doing. The general expansion of this particular technique could change the face of secondary education in this country. and that is exciting.

8. Finally, in giving them an experience which carries them beyond themselves and which at the same time is academically relevant it causes them to be more perceptive students in every way.

9. We all know that to teach is to learn in a way not possible as a "student." The Centre students felt that they learned quite a bit about their subjects.

It must be clear that the University Program is, in my opinion, a further step taken in the achievement of a liberal education at Centre as I define that concept. All five of the fifteen Centre students who participated in the program have read my remarks find them to be expressive of their feelings.

Along this same line of thought, I feel that it is worth quoting the transcribed remarks of Dr. John R. Seeley, Dean and

Director of Program, Center for the Study of Democratic Institutions, as they appeared in the Center's report of a conference titled Students and Society:

> Some years ago I made a proposal which may be worth reexamining. My suggestion was that we try to institute a university in which activism--at every level that people are willing to commit themselves to--will be a requirement and a core of the university, apart from its own self-government. I suggested, further, that all education be organized around that activism in terms of two possibilities: first, bringing to bear the reason, the intellectual heritage, that would help you to pursue and develop and win in "doing your thing," and, second, drawing your attention to what might make you review your "thing" in the light of competing factors that you might discover to be more inclusive and more radical. If we had such a university, the things we now have to choose between could be united in a form that would release the full moral force and full energy of students at the same time that they were acquiring an education relevant to what they were doing.
> (December 1967, p.64)

Beyond question programs such as the University Program release moral force and make the education acquired immediately relevant.

EVALUATION OF INDIVIDUAL SEMINARS

It was part of the program to include constant evaluation of the Centre students' work. This evaluation was done in two ways: by visiting the seminars and by having group meetings every other week with the undergraduates during which time problems encountered by the seminar leaders would be discussed and suggestions made. The aims of the program were also discussed at each of the group meetings and with each of the seminar leaders on an individual basis. The general objective was to cause the student to think deeply. The general problem was how to accomplish this aim.

I have found the Centre students to be quite frank concerning their individual problems, a characteristic, as I see it, of individuals who are deeply concerned that the program achieve its aims. I saw, as a result of the free exchange in the group meetings, a rather remarkable progress in a number of our students, progress toward real ability in the difficult area of stimulating and provoking high school students to thought, to thinking at significant levels.

So far as I could determine, all seminars, after some fairly difficult times, achieved rapport on the aims of the program. The high school students did do quite a bit of thinking and at levels of perception which they had not before achieved.

For many reasons I find it difficult to evaluate the seminars individually. It is my opinion that all were effective and that the seminar leaders were prepared to lead their groups.

GENERAL COMMENTS ON THE MANNER IN WHICH THE SEMINARS ARE CONDUCTED

The general approach to the material is one of reading, reflecting and discussing. The high school students did not do much reading outside of class in preparation for class. Of course, there were exceptions. Inasmuch as a class meeting built upon the assumption that the students have read and reflected upon an assignment was more often than not an unsatisfactory experience, the seminar leaders develped an alternative approach.

Given the aims of the program, it was only necessary to some degree of success that it be proven to the high school students that they have the capacity to achieve the levels of awareness necessary to a second or even a third level of understanding. By reproducing passages from various works and reading, reflecting and discussing them all in a seminar meeting they managed to approximate what they had hoped to achieve under the assumption that outside reading would be done.

Judging from the seminars in which I participated, as opposed to observing, this technique can be quite effective. I believe that high-school students can be motivated through this approach to do outside assignments.

TWO DOCUMENTS FROM THE DANVILLE UNIVERSITY PROGRAM: LETTER TO PARENTS AND SEMINAR DESCRIPTIONS

THE UNIVERSITY PROGRAM

Letter to Parents

Centre College and Danville High School are happy to offer to your child a program that we feel may be of considerable value to those who choose to participate. This is a large step we are taking and it has in it the potential to work aminor revolution in both secondary and higher education. So far as we know, no other program of this nature exists.

The program offeres to your son or daughter the opportunity to develop a real understanding of what college is and what it demands before actually going to college. As countless generations of college freshmen will attest, regardless of the excellence of their secondary education, they simply were not prepared for the "reality" they experienced in their freshman year. In addition, there are those who choose not to attend college because they do not fully know what it is. The approach which will be used gives the young person some real experience of college before he arrives. This "fuller information" will often make quite a difference in motivation and general achievement. We hope to make college a well understood alternative.

The level of work attempted in the seminars is of a college quality. What this means, in effect, is that ideas, concepts and theories are developed through dialogue and discussion. DHS, in its attempt to bring to your child the best possible preparation for life, cannot be a college, nor should it be. The goal of a public high school serving a progressive community is to balance the excellence of its curriculum. The UNIVERSITY PROGRAM is a dialogue between two levels of young people, enriching both, and serving a function that cannot be achieved in a high-school class.

One of the most uniqe aspects of the program is that no student is barred. Given our ability in terms of space and available seminar leaders, we will accept all who are willing to give the seminar their honest best. It is not necessary that your child be planning for college for him to enroll and benefit.

The cost of the program is $10.00 per student (checks are to be made payable to Centre College) with an additional fee for books and materials, not to exceed $5.00. The book fee will differ from seminar to seminar depending on the needed materials.

Parents of participating young people are invited to a parents program to be held at Centre College on the evening of Monday, October 23, 1967, at 8:00 p.m. At that time you will have an opportunity to meet the college students who will be leading your child's seminar. Additional information will be sent to you shortly after final registration on Friday, October 20. The first meetings of the seminars will take place on the Wednesday following your meeting at the college.

THE UNIVERSITY PROGRAM

Catalogue of Course Offerings

Key f- 9th grade, Freshman
so-10th grade, Sophomore
j-11th grade, Junior
s-12th grade, Senior

Generally courses are open to only two grade levels.

Note on the University Program

Of the twenty-two seminars offered, enrollment was adequate to offer ten. Two seminars on the Supreme Court (PS 104) were taught, one in drama (D 102, Theatre of the Absurd), three in English (L 108, College Writing, with more of a literature approach than the description indicates), one in biology (S 104, The Biology and Chemistry of Heredity), one in physics (S 101, Topics in College Physics, which looked only at vector analysis), one in psychology (S 102, Methods of Psychological Investigation), and one in philosophy (P 102, The Search for Identity).

S 101 (j-s) "A SURVEY OF TOPICS IN COLLEGE PHYSICS" Wm. Autrey
- A. Vector Mechanics
- B. Electricity and Magnetism
- C. Optics

Proposed experiments in the above topics include:
1. Object velocity
2. Hemholtz coils
3. Newton's rings

Students will attempt limited investigations on their own. They will be aided in the writing of their findings.

S 102 (j-s) "Methods of Psychological Investigation" Ben Oviatt
The course will consist almost entirely of experimentation and demonstration by the students during class meetings. This could possibly involve things such as the Skinner Box and experiments in perception and illusions. The several approaches of great psychologists such as Freud, Skinner, and Watson will be developed and contrasted.

S 103 (so-j) "PSYCHOLOGY: Understanding Human Behavior"
Janna Marks

This course will introduce some of the more fundamental concepts in psychology to the student as a preparation to more specialized study in future University Programs. Students will be asked to give written and oral reports and will take a field trip to the Kentucky State Hospital.

S 104 (j-s) "THE BIOLOGY AND CHEMISTRY OF HEREDITY"
Steve Kirzinger and Randy Gordon

This course has as a requirement that the student have taken the DHS biology course and have shown some promise. The purpose of the course is to acquaint the student with the dynamic field of genetics through both the traditional approach and the molecular level. It is the hope of the course to involve the student with the practical application of what is studied both on the individual level with actual crossing experiments involving pure strains of fruit flies, and at the group level with the instructor's original research on the house fly and its DDT resistance.

D 101 (f-s) "DRAMATIC INTERPRETATION" Sherry Landrum and
Kathy Hodge

In this course the idea of drama as dramatic interpretation rather than as literature is explored. The thesis is that the play was intended to be seen rather than read. "ROMEO & JULIET" will be looked at and portions acted by the class using the techniques associated with the most important acting schools of the day. The instructor in this seminar has had extensive work in drama and is well qualified to attempt this rather advanced work.

D 102 (j-s) "CONTEMPORARY THEATRE of the ABSURD" Thayr Richey

The object of this course will be to enable the student to comprehend and appreciate the ideas and the medium of the "Theatre of the Absurd." A study of five plays will be made from the standpoint of: drama as a medium of expression, drama and the concept of the absurd, and drama and modern man. Centre is casting for fall production one of the outstanding examples of this school of the theatre and students may have an opportunity to aid in some small way in the production of this play.

D 103 (f-so) "SELECTED MODERN DRAMA" Lee Mitchell

A balanced introduction to some of the great works of modern drama.

LITERATURE

L 101 (j-s) "20th Century Literature" Bill Jones

Man's search for identity is a theme to be understood through the study of Faulkner's acceptance speech of the Nobel Prize, *Death of a Salesman*, by Miller, *A Portrait of the Artist as a Young Man*, by Joyce, and *Arrowsmith*, by Lewis.

L 102 (f-so) "AMERICAN SHORT FICTION" Marian Potts

This course is designed for students at the ninth grade level. Its purposes are (1) to expose the student to selected contemporary American fiction in the short story form: and (2) to give the student the opportunity to produce some creative writing of his own. The books to be read are: *The Thread That Runs So True* by Stuart, *Travels With Charley* by Steinback, *Nine Stories* by Salinger and *The Great Gatsby* by Fitzgerald.

L 103 (j-s) "Contemporary American Literature" Jerry Cunningha

This seminar will attempt to establish and explore the similarities and differences between the main characters in several major works and the seminar students themselves. How do the experiences and emotions of the characters differ from those of the seventeen year old living in Danville, Ky.? Two of the books to be read are: *In Our Time* and *As I Lay Dying*.

L 104 (so-j) "Modern American Literature" Judy Wooten

Through the works to be read, this seminar seeks to acquaint the student with the various styles of writing and at least three compositions dealing with style will be required. Such themes as initiation experiences, the nature and discovery of evil, the dichotomy between the rural and industrial society and the relationship of man to man will be introduced using the following material: *In Our Time*, *Huckleberry Finn*, *As I Lay Dying*, *I Want to Know Why*, *The Open Boat* and selected Frost poems.

L 105 (f-so) AN AMERICAN STUDIES APPROACH to the ROARING 20's"
Forrest Roberts

This course is to be built around the informal history of the 1920's by F. L. Allen, *Only Yesterday*. Each student will be expected to undertake some research on some aspect of the period and to give a written and oral report of his findings. The resources of the Centre library will be used.

L 106 (so-j) "AN EXPERIENCE in POETRY" Mimi Miller

The object of this seminar is to let the student experience as many different types of poetry as time will permit. This semina will not attempt depth, but will seek to heighten the students understanding and enjoyment of poetry. The types of poetry to be considered are: folk poetry, biblical poetry, narrative poetry, romantic poetry, anomatopoeia in poetry, the poetry of the Brownings, light poetry and modern poetry.

L 107 (f-so) "Literature as an Approach to Conflict and Changing Values" Posey Stewart

The objective in this seminar is to relate conflict and its present impact to the impact which it may have on the values of future generations. The students will study two novels, a collection of short stories and poetry written in the twenties. There will be an emphasis on writing. The writing will grow out of class discussion and several "in-class" papers will be attempted. The books etc, to be read are: The Sun Also Rises, Babylon Revisited, Lord of the Flies, poems by Lowell, Eberhart and others.

L 108A (j-s) "A READING APPROACH TO WRITING" Belita Gordon
L 108B (so-j) Carol Hills

Using the text by M. Cox, Reading Approach to College Writing, the major elements of writing will be introduced and illustrated. The student will receive a great deal of very close attention to all elements of his writing.

FOREIGN LANGUAGE LITERATURE

FL 101 (j-s) "Adventures de Don Quixote" Jackie Collins

This seminar is designed for students who have had at least two years of Spanish. The work will consist in the reading and discussing of this most famous of Spanish works.

HISTORY

H 101 (so-j) "The Charismatic Man in History" Tony Livoti and Mark Gowan

This seminar will treat the charismatic man in history. One having charisma has the "quality of extraordinary spiritual power capable of eliciting popular support in the direction of human affairs." Napoleon and Hitler will be given close examination from this special point of view.

H 102 (f-so) "INTRODUCTION to ANCIENT HISTORY" Kathy Payne and Cindy Pullo

After the introduction of the necessary background material, the seminar will treat in some depth the civilization of Sumer. The contribution of the Sumerians is difficult to overrate and through an investigation of these people it is hoped that the world before Greece and Rome may be brought into perspective.

H 103 (j-s) "The Critical Years. 1780-1796" See PS101 below

POLITICAL SCIENCE

PS 101 (j-s) "The Critical Years: 1780-1796" Joe Congleton

The purpose of this seminar is to look in depth at the complexities of our system of government and at its origin and first purposes.

PS 102 (so-j) "AMERICAN GOVERNMENT" Knox Walkup

The seminar will present American Government as a response to the values and standards of the American People.

PS 103 (so-j) "CONGRESS and the PRESIDENT" Don Blackburn

A close look will be taken at the President's ennumerated (constitutional) powers, informal powers, relationships with senators and with the House of Representatives. The many roles of the President will be studied, trying to use case studies to exemplify these.

PS 104 (j-s) "The SUPREME COURT" Jim White

The purpose of this seminar is to create a basic understanding of the Court in the American political system and to stir an interest in the student to think creatively and independently. Nine students will play the role of justices of the Supreme Court and will have one case a week to decide. One student will be selected each week to present both the majority and the respective dissenting opinions.

PHILOSOPHY

P 101 (j-s) "The Literature of Modern Philosophy" Rita Schnuck and David Royalty

Through informal discussions and the reading of modern existentialist works, the student will understand the kinds of questions which the existentialist branch of philosophy raises. Self-expression through creative writing will be an important aspect of the course.

P 102 (s) "The Search for Identity" Rick Hill

The objective of this course is to inquire into the question of what it means to be a man and fellow man in the Twentieth Century. Students will be confronted with ethical problems and questions in their readings of some of the major ethical thinkers Students will be exposed to the logic and rigor of dialogue aimed at intellectual honesty.

Reports from Four Seminars and List of Participants

University Project Report

3/2/68
From: Rick Hill, student teacher
To: William Weber, project coordinator

I. Class Membership

1. Rick Hill, student teacher
2. Rita Schnuck, assistant
3. Brenda Crain
4. Peggy Roche
5. Marlene Brown
6. Jimmy Rankin
7. Camille Preston
8. Jack Bosley
9. Tom Hardaway
10. Roger Moore
11. Art Jester
12. Malinda McWhorter
13. Sherry Chambers

The last six students have been the more interested and consistent in attendance.

II. Course structure and description

This course was designed as a philosophy course in ethics centering on the question of the "search for identity". As such, it frequently crossed the boundary lines between disciplines, and trespassed most frequently on the grounds of literature and psychology as well as, though less frequently, those of government, political science, economics, and sociology either in the readings, discussions, or lectures.

Initially, the course structure had two chief goals: 1) To encourage the student to think critically and independently about ethical problems, questions, and issues and hence to face squarely the problem of his own identity, 2) to acquaint the student with the writings of major thinkers dealing with ethical questions.

To achieve these goals, the course was centered around three main activities: 1) Reading of primary sources as opposed to commentary about what a thinker wrote, 2) Thoughtful and critical question raising, analysis, and attempted answer formation concerning the readings, 3) Class discussion.

Assigned or suggested readings included all or portions of the following works:

The Book, Allan Watts
Dialogues of Plato
Essential Works of Stoicism
Miss Lonelyhearts, Nathaniel West
Utilitarianism and On Liberty, J.S. Mill
Nichomachean Ethics, Aristotle

Although no careful record was kept of the number of class meetings, it's estimated that the class met at least ten sessions of two hours each on Sunday evenings at Centre. Because of the desire to maintain flexibility and because of difficulties encountered along the way, the actual class sessions often varied radically from the original course plan. One variation involved a modification of our goals whereby we found an interest and desire in exploring questions of a much broader nature than those raised specifically in the readings. Inasmuch as the students were frequently found to have read only a portion of the suggested assignment, the instructor found it beneficial to let the discussion run at times where the interest and preparation led it.

In addition, the content of the class sessions often varied enormously from pure discussion. These variations included a session devoted to listening to the popular modern music connected with our theme; a half a session listening to Donald Shriver, Christian ethicist, at a Centre convocation; and portions of many sessions devoted to discussing current events and topics such as medical ethics, poverty, integration, and Vietnam. All of the latter topics were suggested by the students themselves. The students seemed to respond more spontaniously and contribute more to the discussion when we talked about more relevent and current issues; so the course structure was altered accordingly.

III. Evaluation

Because the instructor attempted to use the dialectic method rather than the lecture approach, the students, in general, seemed to get out of the class pretty much what they put into it and took with them from the discussions and readings. The chief difficulties involved 1) lack of preparation by the students insofar as the readings were concerned. The source of this difficulty involved some of the following: readings which were too long, readings which the students found too challenging or uninteresting, too many other burdens on their time. 2) Unpredictable class attendance effecting the health and vigor of the discussion. Possible causes for sporatic class attendance on the part of some members might include some of the following: disinterest, conflicts, reluctance to defend their ideas in front of fellow classmates, reluctance to attend class not having read the assignments, dislike or dissatisfaction with the instructor or the manner in which the course was evolving, reluctance to participate in a dialectic type course. 3) Failure on the part of the instructor, at times, to sufficiently motivate and inspire students to involve more timid students more significantly in the class discussion. 4) Difficulty in significantly involving the student assistant in the life of the class. This became often a problem of leadership and control of the direction of the discussion.

In summary, the course suffered mainly from the difficulties of any democratically led dialetic treatment of ideas where not all class members are self-starters. In spite of this, the students with the most consistent interest and attendance (the last four and possibly six) showed a marked growth in appreciation of the difficulties arising from ethical questions. Many of these modified their views or postulated views where they had had none previously as a result, to some extent, of their thinking arising from the readings and discussions.

Possible course modifications would include: 1) A change in the course title so as to dissociate it from philosophy and ethics and identify it more directly with its title, 2) Shorter readings, 3) More readings in literature and fewer in philosophy, 4) In or out of class papers or written responses to questions or positions, 5) More lecture from the instructor insofar as synthesizing ideas and raising questions, 6) Elimination of assistant instructor as a class member or selection of a different one. Perhaps, the former would be the soundest for this particular course. 6) More outside speakers.

Rick Hill

Danville University Program

The Biology and Chemistry of Heredity, Steve Kirzinger

I. The principles of heredity and the science of genetics.

- A. A brief history of genetics through the work of Gregor Mendel
- B. The methods of genetic study
  - 1. Experimental breeding
  - 2. Statistical analysis
  - 3. Cytology
  - 4. Physiology

II. The study of reproduction, the basis of heredity.

- A. Regular cell division-Mitosis
- B. Reduction division-Meiosis

III. Genetics Ratios

- A. Monohybrid Inheritance
- B. Dihybrid inheritance

IV. Sex Determination

- A. In monoecious organisms
- B. In diocious organisms
- C. In bacteria

V-VI. Detailed Genetics

The seminar in genetics had eight students enrolled: Bill Adams, Gail Derry, Bill Carmer, Janet Cody, David Dolen, Dell McWhorter, Mary Lou Miller, Barbara Willbite.

The average class attendance was five after the seminar got underway. Barbara Willbite unofficially dropped the class after the third meeting.

All students paid a $15 fee of which $5 was used for the purchase of books and lab supplies:

Text: A. M. Winchester: Genetics-College Outline Series	$1.75	
Scientific American Reprint	1.75	
	3.50	
Lab fee	1.50	
	$5.00	Total

The seminar opened with a general discussion of the subject of genetics. The first meeting followed the course outline with selected readings in the Winchester text. The next four meetings were composed of a hour lecture on the outlined topics and one hour of lab work. The lab consisted of simple crosses between pure culture stocks of wild, dumpy ebony, and wmS type Diosophila melanogaster (fruit flies). The first lab period consisted of learning the basic techniques for preparing culture jars, transferring flies and sex differentiation. The next three consecutive lab periods were devoted to the starting of simple crosses between the pure stock cultures. There were a total of five crosses completed. Lab work was then suspended for a meeting and the time was devoted to lecture on more detailed genetics such as abnormal sex types, sex influenced characteristics, and crossing over between chromosomes.

The next two meetings, which were not counted in the total expected times to hold the seminar, were devoted completely to lab work. At these meetings, the students killed and counted the F progeny of their crosses in order to obtain ratios which were compared to expected results. The counts showed the students how experimental crosses do or do not correspond to standard ratios.

Two meetings were then held after the counts were made. One was devoted to a discussion of the results and the other was devoted to more work in the text on specialized topics of heredity. At this point there have been a total of ten meetings either devoted to lab or spent in lecture and the first six topics under course outline were covered.

The four remaining outline topics have been incorporated into the second session of the seminar. The last four topics dealing with genetics on the molecular level will be expanded to cover a complete seminar in which my students have expressed an interest. This division was made due to the fact that my original outline was overly ambitious and to cover the topics listed in any depth what-so-ever meant more time than just one class meeting for each topic. This division was also made because the lab work was quite time consuming and took the time devoted to several lecture periods alone.

I have been very pleased with the interest and grasp of the material which the students have shown. Their attendance was quite regular with a few times only a small number being present. The main difficulty was determining a meeting time which was suitable for their schedule as well as for mine. The meeting time had to be changed quite often due to engagements which they had at the high school.

The course which I offered to these students was very close to the genetics class taught to Centre College students, and the material was also as detailed. The students seemed to be able to grasp the material and to answer questions concerning its application. They worked well in lab although their procedure needs more practice. This is probably due to their not being exposed to an independent lab at high school. However, the technique which they learned was handled quite nicely.

The Theatre of the Absurd, Thayr Richey

> Was I sleeping, while others suffered? Am I sleeping now? To-morrow, when I wake, or think I do, what shall I say of to-day? That with Estragon my friend, at this place, until the fall of night. I waited for Godot? That Pozzo passed, with his carrier, and that he spoke to us? Probably. But in all of that what truth will there be? He'll know nothing. He'll tell me about the blows he received and I'll give him a carrot. Astride a grave and a difficult birth. Down in the hole, lingeringly, the grave-digger puts on the forceps. We have time to grow old. The air is full of our cries. But habit is a great deadener. At me too someone is looking, of me too someone is saying. He is sleeping, he knows nothing, let him sleep on. I can't go on! ...what have I said? ...Off we go again....

How can one teach the absurd in any way except that of exhibiting it--bringing it before the audience and saying, Watch this, then go home and sleep again? The purpose of the course was that of introducing the students to this branch of the theatre and to provide some common background on which to discuss the relevancy of this theatre, both on stage and off. The method was that of reading absurdist dramas and discussing them in an informal class. Because of the material (i.e. absurd situations being presented on stage without any apparent explanations) my first concern was that the students would not be able to see any significance in the plays that might relate to them. But although they were often confused by the plays (as confused as I) the students grasped the line of thought naturally.

There were only four students and therefore class discussion while at times stifled from lack of different points of view, was kept at an informal level. They were all drama "oriented" and were more familiar with scripts than the average high school student.

The plays read were: The Hairy Ape, Six Characters in Search of An Author, Waiting for Godot, The Rhinocerous, The Balcony, The Birthday Party, The Dumb Waiter, The Blacks, The Caretaker.

The class met twelve to thirteen times and will meet again as long as the students wish to continue studying the theatre.

I think that the class achieved its purpose and that the students now possess a working knowledge of the theatre of the absurd. I am not convinced that the class should be taught a theatre course from scripts. Perhaps it would be better to not have read as many plays and to have concentrated more on secondary material (although there is little available). If the students had not already been well versed in traditional theatre I doubt that they would have understood the theatre of the absurd as well or as rapidly as they did. There were no absurdist dramas produced during this period that the class could have seen (Pirandello was of some use). I believe that drama in general and this theatre in particular must be seen on the boards to be understood. If I were to teach the course again, I would have scenes produced for the class and perhaps by them.

The class was more successful than I had hoped that it would be. The students were receptive and studious. They were even intelligent. And I believe that they learned something that might give them an introduction to college studies, or maybe just studies

Thayr Richey

Students: Mike Hablin, Missy Hewey, Danny Hester, & George Hayes

AN EVALUATION OF UNIVERSITY PROGRAM SEMINAR

"PSYCHOLOGY"

Taught by Duane Van Horn III

Meeting Times: Nov. 8, 15, 22, Dec. 6, Jan. 17, 24, 31, and Feb. 7, at 3:30-5:30.

Initial Enrollment: 22

Average Attendance: 9

Students attending each session: Susan Sash, Kathy Perros, Glyn Kerbaugh, Ann Harmon, Mary Lloyd Frazer, Tom Birdseye, Julie Williams, Jim Grey.

Syllabus of Seminar:

1st Session: A general introduction to course; a definition of psychology; a short true-false test was given over certain areas of misconception inpsychology, and then used to aid in a discussion of problematic areas.

2nd: A lecture on testing and psychological measurement techniques a specific look at interest inventories, and the administration of a Thurstone Interest Schedule to the class. Analysis of the test results and a discussion of their meaning followed.

3rd: Students reported in class on short reports they were given to do. The reports concerned varied theories and prominent men in psychology. Discussion was concurrent with each report. Specifically, Behaviorism, Fraud, Gestalt, and Pavlov were emphasized.

4th: The two types of conditioning were discussed, classical and operant. This discussion was in keeping with the general subject of the first four sessions; that being "How We Learn." The class then went to the psychology lab and conducted a short experiment on animal conditioning utilizing a "T" maze and a rat.

5th: The last four sessions were organized around the subject "The abnormal personality in literature and reality." Beginning with defensive reactions to frustration, lectures were given on abnormal psychology, and accompanied by illustrative examples of specific types taken from certain short stories and novels. At all times, the class was encouraged to ask questions and offer their own anecdotes--which they did.

6th: Lecture and discussion of neurotic reactions.

7th: Lecture and discussion of psychotic reactions.

8th: A guided trip and tour of Kentucky State Hospital. This tour was arranged and taken because the students were found to have many misconceptions about the actuality and care of neurotic and psychotic patients.

General Summary

The seminar was run on a very informal basis and the students were allowed to have soft drinks and food in the class. We sat in a semicircle. The students seemed to enjoy the class and each demonstrated a spontaneity and enthusiasm very conducive to the learning process.

The students used a "Foundations of Modern Psychology Series" paperback as their text. The book, Learning, by Sarnoff Mednick, proved to be too difficult for the class, and most did not read the assignments after an initial failure at it. There was a general failure to do any assignment, however short.

The course was conducted with an emphasis on facts and a general introduction to the many and varied areas of exploration in psychology. The Spring Seminar is being planned with an emphasis on the theoretical and abstract. New areas of psychology will be discussed and explored with the question, "What would you do and how would you do it?" ever present in the context of the class. The spontaneity of the students should lend itself well to such an abstract and provocative exploration. To encourage more reading in the area of psychology possibly the students will be asked to read a novel or short story dealing in some way with psychology, or related area such as sociology.

Personally, I enjoyed teaching the class, and look forward to doing so again in the spring. I feel the program has merits which, while not readily manifested or recognizable, are nevertheless present in an abundance.

COMMUNITY INVOLVEMENT THROUGH TUTORING

by

Edward Hayes

University of Virginia
February 29, 1968

There is one particular movement on campuses across the country which although relatively quiet, is coming into prominence at an exceedingly rapid pace. Inspired by the Civil Rights Movement and the Peace Corps, students are setting up community action programs, often with the aid of the college administrators.[1] The trend is toward tutorial programs for culturally deprived youngsters--so much so that the National Student Association has recently set up an experimental project to assist in "the establishment, improvement, and coordination of tutorial programs around the country."[2] Walt Senterfitt, NSA's community-involvement director said: "The number of students now involved is significant, but we've only scratched the surface. By 1970 there could be a threefold increase in projects, a tenfold increase in participants."[3]

Since 1962, the idea has caught hold explosively. Today an estimated 100,000 college students--unpaid volunteers--operate their own educational corps and are involved in some 350 full-fledged tutorial projectsto assist disadvantaged youngsters.[4] Enthusiasm, determination, and a desire to innovate have been the most dramatic aspects of this outburst of activity.

There does not seem to be any standard pattern for these college tutorial projects. Each project develops according to the needs of the community and the ideals and enthusiasm of the college students involved. Over 440 tutors from Brown and Pembroke take buses twice a week to an elementary school where 97% of the pupils are Negro.[5] At Yale, several hundred students go out to the neighboring low income, predominantly Negro area of New Haven to tutor students from both elementary and high school. Another large group specializes in tutoring, especially bright students in English, Latin, and math.[6] The University of Illinois students have set up four near-campus study centers which are staffed by tutors every weeknight and Saturday mornings. The University of Chicago supports two programs. Swap (Student Woodlawn Area Project) and Step (Student Tutoring Elementary Project), both together tutoring nearly 1,000 students. In addition, they have assembled a 6,000 book library, and SWAP has already published a manual on how to get into college and then how to finance it.

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[1] Gayle Janowitz, Helping Hands Volunteer Work in Education, Chicago: University of Chicago Press, 1965.

[2] Bonnie Barrett Stretch, "Classroom Learning is Not Enough", Saturday Review, 48, June 19, 1965, 62.

[3] Andrew Hamilton, "Here Come the Tutors!" The PTA Magazine, 60, December, 1967, 7.

[4] Ibid.

Over a hundred students from forty different colleges have banded together to call themselves the North Carolina Volunteers and spend their summers in the depressed areas of the state tutoring potential drop-outs. In Kentucky, over a thousand members of the Appalachian Volunteers from a dozen campuses, paint, clean and repair ramshackle wobbly schoolhouses while at the same time making friends with the local people. Eventually, they manage to form

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[5] Shirley G. Welton, "When College Students Teach Neighborhood Kids," Parents Magazine, 40, June, 1965, 64.

[6] John Fetterman, "The Case of the Shocking-Purple School," Good Housekeeping, 161, November, 1965, 276.

Saturday morning discussions for shy mountain children on such topics as reading, mathematics, and the social sciences.[7] Georgetown University Community Action Program (Gucap), consisting of over 800 undergraduates, dedicates several hours a week to tutorial, recreational, and other constructive work in Washington's slums.[8] Michigan State has a Student Education Corps, numbering well over 200, covering 30 elementary schools. Beside helping teachers and tutoring, the students have a project called "Career Caravan" whereby a group of students travel to different high schools to present their program in assemblies.[9]

The 13 western states have joined in sponsoring a summer program that sends college students to work in all of the state residential schools for the exceptional children, retarded and otherwise. The fraternities at U-Conn throw parties for residents of a nearby state institution, while other students teach them good grooming habits. In fact, many students seek to apply what they are learning in this institution, whether it be child development, foods and nutrition, speech, physical therapy, home economics, or whatever.[10]

This nationwide tutorial network includes students from the larger universities such as NYU, Texas, and UCLA as well as from the smaller colleges such as Trinity in Connecticut. In April 1966, 300 delegates from 51 eastern colleges attended a conference held at Dartmouth; the theme was "Community Development and the University."[11] Almost a quarter of all the undergraduates at Tufts University in Boston belong to a group called the Leonard Carmichael Society, whose sole purpose is helping disadvantaged students.[12] The Citizenship Program at Columbia College numbers well over 400 students. Its stated purpose is to "foster awareness, interest, and a sense of civic responsibility in the mind of the Columbia student." Although tutoring remains by far the largest activity, volunteer projects in community centers, hospitals, the State Attorney General's office, the City Commission of Human Rights, to name just a few, are flourishing.[13] About 1,000 volunteers from several Southern California campuses work either on "problem" teams with youngsters on probation or tutor those who appear to be potential drop-outs. The Northern Student Movement has concentrated its efforts in the North Philadelphia Negro district during the summer vacations. They have over 175 tutors instructing 375 high school students in twice-a-week session at 19 centers, social hall, churches, and boys' clubs. Michigan State University, in addition to teaching the three R's, has tutors playing guitars, organizing singing or supervising playground games.[14]

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[7] "Collegians: A New Wave," America, 66, April 30, 1966, 613.

[8] Ibid.

[9] Welton, op. cit., p. 65.

[10] Jane Steinberg, "First--Brush Off the Cobwebs," Mademoiselle, December, 1966, 112.

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[11] Collegians: A New Wave," op. cit.,

[12] Mark Kauffman and Ted Russell, "The Search for Purpose," Life, 62, April 28, 1967, 66.

[13] Stretch, op, cit, p. 63.

[14] Hamilton, op. cit., p. 9.

Private preparatory school students are also becoming more involved in tutoring projects. This means that the movement is more likely to grow and become a more stable part of university life when these students hit the "Grounds" backed by experience. The Wilbraham Academy in Massachusetts has a time-off program in which students take advantage of service opportunities in the community. The Hotchkiss School has received a grant from the Rockefeller Foundation to undertake a Summer Program for disadvantaged boys.[15]

Perhaps the involvement of the Tulane-Newcomb students in social action of a positive and constructive nature could well be an excellent model for student groups across the nation. They call themselves the Community Action Council of Tulane University Students (CACTUS)--(The thorn in the side of indifference.) Well over 200 students are involved in this enrichment program which is held after school each day. These sessions acquaint high school students with broad cultural subjects which they may not ordinarily experience in their regular academic program. They include drama, literature, music, current events, science, forensics, art, and a newspaper club as well. In setting up such a constituted body on the campus, they give the student body as a whole, a feeling of awareness and responsibility for the community development problems of the New Orleans area and a structural means by which they can act upon this awareness now and in the future. The group has an official status on the Student Senate, operating funds, and a voice in student affairs. Although it has been established just since 1967, it already has many more students applying than it can handle, and it has become a powerful force on campus.[16]

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[15] The Reverend David P. Kern, "Greater Opportunity at The Hotchkiss School," October, 1965, Report by the Reverend Kern.

There does not seem to be any doubt that college students' being involved in tutoring younger students is not new. However, there appears to be very little evidence of this activity as being very widespread or organized much before the summer of 1962. CIT at Columbia was initiated in 1957 by the then dean, Lawrence H. Chamberlain, but it was not until 1961 that the program really felt any growing pains. The Northern Student Movement was founded by Peter Countryman during the summer of 1962 when he recruited 20 students from 18 eastern colleges to staff a tutorial project in North Philadelphia. During that same summer, 12 students taught classes for 150 Negro children trapped in the bitter integration fight that closed the public schools in Prince Edward County, Virginia.[17] The Appalachian Volunteers formed during the Christmas holidays of 1962 by students mostly from Berea and Union Colleges in Eastern Kentucky, who decided to stop talking about the poverty in their midst and to something about it. Without a doubt, Dr. John Monroe, former dean of Harvard College has been the source of inspiration for many college students to give of their time for tutoring. He himself left Harvard to become dean of freshman studies at an unaccredited Negro college in Alabama. In a talk at Tulane in October 1967, he said that this country is devoted to the principle that the people will get an even break. Things are becoming worse instead of better, and the responsibility with regard to education falls on the Education Community. He went on to say that professional educators have done a poor job and that the involvement of college students insures the success of a closer cooperation between colleges and schools.

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[16] "Cactus: The Community Action Council of Tulane University Students, The Concept of Cactus," Newsletter of Cactus, Vol.2,No.1.

[17] Hamilton, op. cit.

As the tutoring programs gain momentum from coast to coast, more and more barriers--social and economic as well as educational--are tumbling down. These young college students are taking a closer look at our society's ills and are being encouraged to take their places as full-fledged members of society; but at the same time, they can improve it through love. Bridging the cultural gap is one of the most important things tutoring programs are most likely to do. These tutors are helping to bring the youngsters into the culture in which they live but where they feel unwanted.

Community organizations such as the YMCA, YWCA, and the Urban League help support these tutoring programs in some areas. Universities themselves have come to their aid in a few cases; while in other universities, the financing is carried out entirely by tutors and their friends. To raise money, tutors have washed cars and conducted raffles. At times, faculty members and townspeople donate books and modest checks. Bakeries and soft-drink distributors provide refreshments for extra-curricular activities.[18] The Federal Office of Economic Opportunity has granted funds for the Upward Bound project at some universities; while at others, private foundations, such as Ford Foundation allocate funds to organize and operate such programs as Project Opportunity. This involves sixteen colleges and universities throughout the South.[19] The University of Virginia, for example, has at least three volunteer tutoring groups at the present time. One is sponsored by a local church group, another is under the auspices of Upward Bound, while the third is Project Opportunity.

These volunteer programs are attempting to compensate for the inqualities in educational opportunity that remain a part of our school system. The tutors hope to increase the academic competence and the self-respect of children who need help. They hope to help make education more meaningful, to uncover ways for it to be more relevant to youngsters who have in the past felt that education was something to be endured and rid of as quickly as possible.

Volunteer tutoring gives many university students a new kind of responsibility for and participation in adult society. It offers them an opportunity to constructively attack some of our social problems and to explore teaching as a possible career.[20]

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[18] Ibid.

[19] Charles F. Dey and Davis Jackson, "A Better Chance: An Educational Program Sponsored by Dartmouth College," 1964.

[20] Don Dust, "The Tutoring Corps," in Esther M. Lloyd-Jones and Herman A. Estrin, The American Student and His College, p. 261.

David B. Truman, dean of Columbia College, summed up quite well the thoughts of many tutors when he said: "Living here and coming to know New York City, these students are learning to know the society in which they will spend their lives, almost wherever they may live. Whether they stay in New York or whether they go elsewhere, they are prepared as they could be by no other experience to respond to the challenges of an urban society with vigor, with poise, and with compassion."[21]

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[21] Stretch, _op. cit._

CHAPTER VI

CONCLUSIONS DRAWN FROM THE PROJECT OPPORTUNITY SUMMER PROGRAM

The research and development approach to the direction of efforts at all levels produced a stimulating environment. All participants faced substantial challenges and their solutions were, in the majority of cases, innovative, worthy of consideration and, perhaps, elaboration.

A great deal has been said about the impact of "this-or-that" approach on the Project students; however, the success of the student programs were, in the final analysis, very much the accomplishment of the project students and that is as it must be. The high-school young people were not being manipulated, they were being invited. The assumption upon which the program rested was that young people will rise to the challenge of directed freedom. In every general instance where direction and freedom were present, the project students were observed to respond responsibly. The failure of much formal education could then be presumed to be a failure to produce freedom and direction in the same environment.

Directed freedom must be present at all levels of the school or college if it is to be present at the student level. The unique organizational techniques described in the chapter on academics grew up under directed freedom and seemed to produce directed freedom for the students involved. An important point to make is that change and directed freedom must go together; for the relationship is direct, if complex. Freedom, in a behavioral context, is the absence of obstacles to goal achievement. Change is a process which, under direction, produces progress. Progress is a state wherein obstacles are being overcome. Change, which is organic to the organizational techniques developed during the program, is opportunity to those who are active intellectually and a threat to those who are not. A school wherein curricular change is organic will be a school attractive to active intellects and productive of creative student activity. This truth is particularly obvious in disadvantaged schools where administrators and teachers are prone, in many instances, to jealously guard the status quo as a condition which has sustained their own development.

The summer program was part of a nexus or web of interrelationships. All things are. However, the program's nexus appears, within the context of Project Opportunity, to make the potential for application of the findings very low. At this time, there appears little likelyhood that the Kentucky project centers will benefit greatly from the summer program beyond the immediate impact on those who participated. The basic cause of this situation is to some degree due to the use of professional counselors as the agents of system change in the Project centers. The application of the findings of the summer program requires, in our opinion, the services not only of counselors, who are "person directed" but of other professionals who are "system directed." By inclination and vocational training the counselor is prepared to work with individuals. It would seem that in most cases a different catalyst will be required if the system is to be altered in any meaningful way. The two Kentucky counselors have done an admirable job with the young people given the restrictions which must be imposed on them within their own systems. Our observations would lead us to suggest that possibly a business man or professional in some other field acting cooperatively with the system but not as a part of it, a school ombundsman, might give the leverage to system alteration that will be required.

In this same connection, we are of the opinion that enrichment programming per se, while very valuable to the individual students, has little if any residual impact on the system. We would, therefore, suggest that the associate directors of Project Opportunity and the Coordinating Committee give very serious thought to the possibility of initiating programs designed to assist in system alteration by encouraging bold innovation in educational programming and that enrichment programming be left to governmental and other agencies whose principal concern is the immediate impact on current students.